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ABSTRACT

An action research project focused on how a child's academic achievement is affected by his or her chronological age. The population consisted of kindergarten and third-grade students in a growing middle class community within a southwest suburb of Chicago, Illinois. Evidence for the existence of this problem was gathered from teacher surveys, standardized tests, district placement cards, reading tests, and teacher observations. Research indicated that younger children in a classroom had lower reading achievement. Literature suggested that children who are young for their grade demonstrate some academic and social difficulties. Some areas of concern were lower scores on standardized tests, lower self-esteem, and a lack of appropriate social behaviors. A review of solution strategies suggested by knowledgeable others resulted in the selection of the following intervention: a shared reading/writing activity where an older student was paired with a younger student within the same classroom. The intention was to improve the reading abilities of the younger students, increase their opportunity to read orally, and foster an interest in reading. (Contains 16 references and 6 tables of data. Appendixes contain survey instruments, consent letters, 2 forms of the Stanford Diagnostic Reading Test, a reading readiness instrument, and dialog journal forms.) (Author/RS)

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ED 410 545

IMPROVING THE READING ABILITY OF STUDENTS WHO ARE YOUNG FOR THEIR GRADE

by

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Laura Wagner
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Submitted in partial fulfillment of the requirements

for the degree of Master's of Arts in Teaching

and Leadership

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Field-based Master's Program

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Action Research Project
Site: Tinley Park, Illinois
Submitted: May 1, 1997

John A. Bannes Elementary
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Tinley Park, Illinois
Kirby Elementary
Tinley Park, Illinois

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Abstract

Author: J. Chronos, P. Long, J. Sorensen, L. Wagner

Date: June 28, 1996

Title: Improving the Reading Ability of Students Who Are Young for Their Grade

Our research focused on how a child's academic achievement is affected by his or her chronological age. Population consisted of kindergarten and third grade students in a growing middle class community within a southwest suburb of Chicago. Evidence for the existence of this problem was gathered from teacher surveys, standardized tests, district placement cards, reading tests, and teacher observations.

Research indicated that younger children in a classroom had lower reading achievement. Literature suggested that children who are young for their grade demonstrate some academic and social difficulties. Some areas of concern were lower scores on standardized tests, lower self-esteem, and a lack of appropriate social behaviors.

A review of solution strategies suggested by knowledgeable others, resulted in the selection of the following intervention: a shared reading/writing activity where an older student was paired with a younger student within the same classroom. The intention was to improve the reading abilities of the younger students, increase their opportunity to read orally and foster an interest in reading.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Research showed that children who are young for their grade (May-August birth dates) exhibited lower reading scores based on standardized tests, anecdotal records, and teacher observation in academic settings (Kinard and Reinherz, 1986). Our research focused on improving the students' reading abilities through a shared reading and writing activity.

A student's chronological age has always been a concern for educators. For a number of years the state of Illinois has questioned the entrance age of kindergarten students. In 1983, the state of Illinois changed the entrance date for all kindergarten children to September 1 (The School Code of Illinois and Related Laws, 1994). This was done to ensure that all students would be at least five years old when school began.

Subjects

The research population consisted of approximately one hundred students at the kindergarten and third grade level. These children were enrolled in Kirby School District 140, located in Tinley Park, Illinois. Our research was conducted at John A. Bannes, Christa McAuliffe, and Kirby Schools during the 1996-97 school year. The students were 94.6% Caucasian and from middle to upper-middle class families. Mainstreamed and inclusion students were included in this population (Kirby School District 140 Report Card, 1995).

The students were heterogeneously assigned to a homeroom. The average

class size was 26 students. The faculty had an average age of 36, and 47% of the teachers had master's degrees. The district had five elementary schools and two middle schools. Each elementary building housed students in grades kindergarten through fifth grade. The school program was basically a traditional model, with one teacher per classroom (Kirby School District 140 Report Card, 1995).

School Curriculum and Programs

The school reading program encompasses the use of a basal reader approach, with supplemental theme teaching. Each grade level has a curriculum guide which governs exit objectives for all subject areas. District adopted manuals for those subject areas are provided to all teachers.

The kindergarten curriculum is taught through the use of a text published by Heath entitled, Integrated Kindergarten Program Assessment (Alvermann et al., 1996). This series encompasses reading, language, science, math, music, and drama. In addition, the manipulative activities of the Math Their Way (Baretta-Lorton, 1976) program are used. The classroom teacher also implements a hands-on approach to science entitled Developmental Approach to Science and Health (D.A.S.H.) (Pottenger et al., 1993). A variety of techniques are used to teach reading and language in third grade. Skills are stressed using the Harcourt Brace series, Treasury of Literature (Abrahamson et al., 1995). A whole language approach may be used to complement a theme. In addition, novels are used to teach reading strategies and skills. The Accelerated Reader (Advantage Learning Systems,1996), a computer reading program, is also used to encourage and motivate reading. Power Writing (Spark, 1982) is the basis for third grade paragraph instruction. The social studies curriculum consists of Communities Near and Far published by MacMillan/ McGraw-Hill (Banks et al., 1993). The science curriculum is two-fold: D.A.S.H. as well as a textbook. The science text used is Silver Burdett and Ginn's Horizons (Mallinson et al., 1993). There is also a formal spelling program which consists of the Houghton

Mifflin's Spelling and Vocabulary (Henderson et al.,1994). The math text utilized is MacMillan/McGraw-Hill's Mathematics In Action (Hoffer et al., 1991).

Students in third grade are assessed locally in science, social studies, physical education, music, and art. In addition, third graders take the state assessments in reading, math, and language. The grading scale for third grade is comprised of A-100 to 92, B-91 to 85, C-84 to 72, D-71 to 65, and F-64 and below. The grading scale for first and second grades are E-Excellent, S-Satisfactory, and N-Not Satisfactory. The grading scale for Kindergarten is E-Exceeds Expectations, S-Satisfactory at Present, P-Practice Encouraged and N/A-Not Assessed At This Time.

In addition to core subject areas, students in grades one through five receive one thirty-five minute art class per week, two thirty minute sessions of music per week, and three thirty minute sessions of physical education per week. Kindergarten students receive one period of physical education a week. The following services are available to children in School District 140: learning disability resource, self-contained cross-categorical class, speech and language, hearing impaired, occupational and physical therapy, social work, Early Childhood, Project Pro, and Project R.E.A.L.M. for reading improvement.

Community Setting

The community setting is Tinley Park, a suburb located approximately 30 miles south of the city of Chicago. School District 140 and 146 educate Tinley Park children. Tinley Park consists of 13.8 square miles and has a population of 40,000. The average home value in Tinley Park is $139,611. Average household income is $56,719. More than 90% of the population is white and the median age is 33. Of the population of Tinley Park, 32.7% have only a high school degree, 24.6% have some college credit, 7.1% have an associate degree,14.5% have a bachelors degree, and 6.4% have graduate degrees. The remainder of the population consists of 9.9%

having some high school credit and 4.8% having only elementary school experience (Tinley Park Census 1993).

School and Community Issues

In 1996, District 140 taxpayers passed a school referendum to continue the standards of the educational programs. In the 1996-97 school year, teachers will be utilizing the newly adopted reading, language arts, and spelling series. Due to the rapid population growth in Kirby School District 140, a new elementary building will be built, adding to the existing five elementary buildings. The projected date to open this school will be the 1998-1999 school year.

CHAPTER 2

Problem Documentation

As educators, we are concerned with the effect of chronological age on the academic achievement of students. We know this has always been a concern for educators. Even the Illinois state legislature mandated a change in the entrance age of kindergarten children. As researchers we used a teacher survey, student placement cards, and CTBS scores to provide documentation of the existence of a problem.

To determine whether the problem existed in School District 140, the researchers distributed a teacher survey. This survey sought teachers' opinions regarding chronological age and its effect on their students' developmental and academic growth (Appendix A). Eight kindergarten, six first grade, nine second grade, eight third grade, 11 fourth grade, eight fifth grade, and 11 unidentified teachers, responded to the survey for a total of 61 respondents. The results of this survey (see Table 1) were compiled.

Table 1

Teachers' Opinions on Chronological Age (C.A.) Issues

September 1996

Issue	Agree	Disagree
Can identify children who are young for their grade.	56	5
Can identify children who are older for their grade.	51	10
Parent should delay school entrance due to C.A.	55	6
All children should begin school at state mandated age.	13	48
Chronological age affects:		
Academic skills	47	14
Social skills	58	3
Language skills	48	13
Fine motor skills	50	11

Although 14 teachers believed chronological age did not have an effect on academic achievement, 47 teachers found chronological age to be a factor. Of the fourteen teachers, ten were teachers of grades third through fifth. All but three of the 61 teachers polled, believed chronological age had an effect on a child's social

seemed to have more emotional and social adjustment problems. Forced cognitive maturity may sacrifice emotional maturity and cause frustration, anxiety, alienations, and loss of interest. Forced learning may result in learning problems (1983). In summary, most teachers feel that chronological age impacts a child's academic skills, social skills, language skills as well as fine motor skills. A high concentration of the teachers who felt chronological age was not a factor, were teachers of students at the intermediate level.

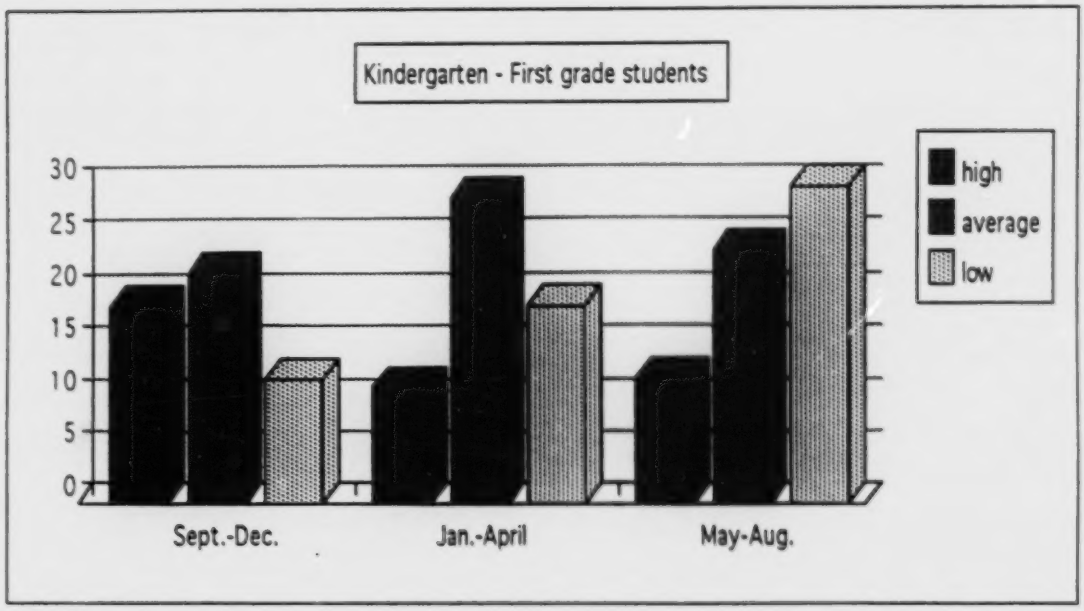
In order to organize our data, all students were categorized by their birth dates. Of the 178 kindergarten and first grade students enrolled, we noted 66 students had birth dates that fell between the months of May through August, qualifying them as the younger entrants at their grade level. We also reviewed the birth dates of 153 second and third grade students. Fifty-eight of these students were considered young entrants.

In school District 140, all teachers complete a student placement card (Appendix B). These cards are completed by all teachers at the end of the school year and given to next year's teacher. The cards gave us information regarding the teacher's opinion of the child's academic progress (high, average or low achievement). It also gave us a teacher narrative regarding the students' work habits, (attention span, organization skills, independent worker, follows directions, uses time and materials wisely) social skills, (cooperation, participation, accepts responsibility, respects the right of others) and other relevant information about the child's academic strengths and weakness (phonetic skills, language skills/comprehension, mathematics).

Table 2 on the following page shows the the child's chronological age and their academic ranking as reported by their kindergarten or first grade teacher. This information was taken from the student placement cards.

Table 2

Academic Ranking Kindergarten - First Grade Students According to Birth Dates



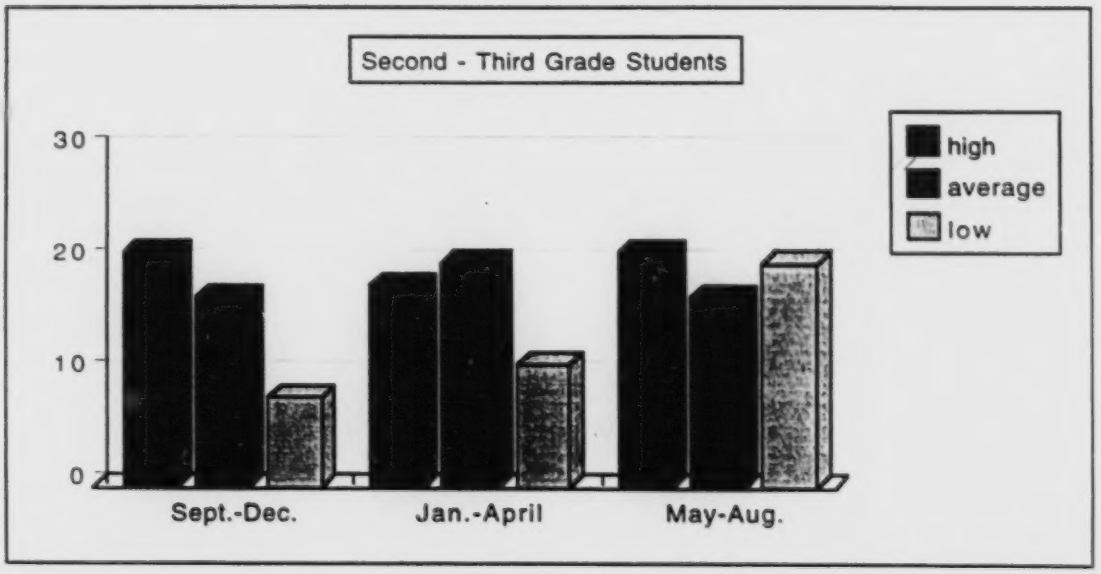
At the kindergarten and first grade level, of the students whose birth dates fell in the months of May through August, teachers ranked 12 out of the 66 students as demonstrating high academic ability. Twenty-four students were ranked average and 30 students were considered by their teachers as having low academic ability. This data is evidence that supports our problem statement that many younger students appear to have lower academic achievement as compared to their older classmates. This is not only a concern for teachers but for parents as well. In an article entitled, "Some think if kindergartners get older, they will get better," Chicago Tribune staff writer, Bonnie Rubin, stated that parents who feared that their children couldn't meet the new, more rigorous demands (of kindergarten) opted to keep them out an extra

year rather than risk failure. She also noted that more and more parents are wrestling with the dilemma of when is the optimum time to start kindergarten-especially for boys, who lag behind girls in social skills and fine motor skills such as writing. In some districts, as many as 25 percent of the boys sit out until the following year. The gulf between the youngest and oldest student could be as wide as 16 months, angering parents whose kids are at the younger end of the scale. A Hinsdale, Illinois mother said, "I played the game by the rules and enrolled my son at the right time. Then I find out that he doesn't measure up because there are all these ringers in the classroom" (Chicago Tribune,1996).

The following table represents the data collected on the second and third grade students from the teacher placement cards.

Table 3

Academic Ranking of Second - Third Grade Students According to Birth Dates



Of the 58 students whose birth dates fell in the months of May through August, 21 were ranked by their teachers as having high ability. Nearly as many students were ranked high by their teachers in the other birth date areas. When comparing the

children with average ability, they seem to be evenly divided among the birth dates with 20 children having a birthday in January through August, and 16 in the September through December area. When comparing the children who were ranked low by their teachers, 20 students had birthdates in the months May through August. It appeared significant that only 11 were ranked low in the January through April birth dates and only eight with birth dates September through December. According to the teachers' opinions, young students were still ranked as having more difficulty than their older classmates. When comparing Table 2 (kIndergarten and first grade students) to Table 3 (second and third grade students) we noticed that the academic gap between the older and younger students had narrowed. Studies indicate that by third grade the academic gap between the younger and older students diminishes. Davis' study (1980) stated that what is often not mentioned or recognized is the fact that many researchers who find academic or social difficulties also conclude that the initial differences related to age diminish, although the age at which they diminish varies among studies. Shepard and Smith's study (1983) indicated the difference diminished by grade three (as cited by DeMeis and Steams, 1992). Initial age effect identified from the Gesell Screening Test diminished and had no significant effect on the students achievement as early as grade two (May and Welch, 1986, as cited by DeMeis and Stearns, 1992). Lorrie Shepard, acting dean of the school of education at the University of Colorado, who has written extensively on the subject, states "Study after study shows that kids who were held out do no better. When there is an an advantage on achievement tests, it is very small-only about seven or eight percentile points-and that disappears on average by the third grade" (as cited by Rubin, Chicago Tribune,1996).

However, after reviewing additional comments on the students' cards, the following teacher observations were noted concerning the 58 identified younger

students in second and third grade: 26 of these students had weaknesses in organizational skills and work habits, 30 of these students had weaknesses in fine motor skills, and 32 of these students were labeled immature by their teachers. Bickel et al., (1991) found similar results in their study. Social and work habits that were designated as needing improvement were: courtesy and kindness, gets along with others, respects rights of others, pays attention, follows directions, works neatly, uses time and material wisely, and accepts responsibility.

The CTBS (California Test of Basic Skills) scores of 73 second grade students were studied. Of these students, 22 were young for their grade. Fourteen students scored above or at grade level while eight students scored below grade level. The CTBS test is administered at the end of second grade and results are utilized by the third grade teachers. The small number of students scoring below grade level supports research that differences on standardized tests diminishes by grade three.

In summary, our teacher survey, student placement cards, and CTBS scores, all indicated that this problem is more evident in kindergarten and first grade students than in second and third grade students. In chapter three, we will review the literature related to chronological age and its effect on academic achievement.

CHAPTER 3

THE SOLUTION STRATEGY

Review of the Literature

In most public schools the sole criterion for admission to begin school is the birth date of the child. This requirement has been criticized for failing to take into account differing rates of cognitive and emotional development among children that may affect their school performance and adjustment. Moreover, there is no uniform standard for the age requirement; the birth date criterion may vary from one school system to another (Kinard and Reinherz, 1986). The pressure for early academic achievement is but one of the many contemporary pressures on children to grow up fast.

Social and emotional adjustment of early entrants has not received as much attention by researchers as their academic achievement. These younger children are more likely to be seen as emotionally disturbed by school personnel or rejected by classmates (Hilderbrand, 1983). According toWeinstein, (cited in Hilderbrand,1983) the critical issue is the age of the child in relation to his classmates, not so much the age in which he enters school.

According to Kinard and Reinherz, children who have summer birthdays suffer many disadvantages including lower standardized test scores, higher rates of retention, and a greater number of academic difficulties (Olson, 1989).

Based on Hedges' study two basic generalizations emerged from the body of research focusing on the achievement and social/emotional development of older and younger children in the same grade level. First, within the same grade level older

children generally do better than younger ones on standardized achievement tests. Secondly, younger students are generally rated lower than older classmates in social and emotional adjustment (1976).

In Eric Jensen's book, Brain-Based Learning and Teaching, he indicates that in a typical classroom there may be from a one to three year difference in the maturation of the brain. Holding all five year olds, all twelve year olds, or all fifteen year olds to the same academic standard is unfair and quite contrary to current research on the brain. For example, all five year olds should not be expected to perform at the same level academically, physically or socially. According to Jensen, all statewide curriculum and framework which includes specific grade level performance standards are biologically inappropriate (1995).

McArthur's philosophy appears to dictate waiting until a child is mature enough for academic work, even allowing a child to wait a year to benefit from being older than his or her classmates (McArthur et al., 1993). There is an increase in the use of delayed school entry possibly resulting from two factors. First, as the academic demands of the curriculum in kindergarten increased, more parents may have kept their children out of school another year with the hope that they might be better equipped to better handle these demands (Gray, 1985, Olson, 1989) as cited by McArthur 1983). Second, as the average age of those entering kindergarten grew older many parents may have perceived their children as "too young" (Connell, 1987 as cited by McArthur 1993).

Kinard and Rineherz concluded from the results of their longitudinal study, while birth date had an effect on performance and adjustment upon first entering school, these differences all but disappeared in subsequent years of elementary school (1986). In addition, Proctor, Black, and Feldhauser (1986) from another review of research, concluded that younger children who had been selected as being ready

for school fared as well or better than older children in later years (as cited by Olson, 1989). What is often not mentioned or emphasized is the fact that many researchers who find academic or social difficulties in younger children, also conclude that the initial differences related to age diminish before high school graduation (Davis, et al.,1980). Shepard and Smith (1986) indicate in their study that many of the differences found in academic achievement between the youngest and the oldest at the kindergarten level usually diminish in later years (as cited by Brent, 1993). Other researchers report no academic weaknesses as a result of age (Dietz, et al., 1985, as cited by Brent 1993).

Piaget vs. Vygotsky

There is a continuing controversy regarding a child's chronological age versus their developmental readiness level. Leading theorists in the field of education differ in their views of the way children learn. State legislators, educators, and parents are influenced by the multitude of research which support these differing views. In 1963, Bigelow and Hall reported that the age of school entrance was a great concern. Demeis and Steams (1992) reported in their study that the age of school entrance was as great a concern in 1963 as it is today.

The theories of Piaget, a Swiss psychologist and researcher, have greatly influenced education. His theory on the stages of human development has been considered when determining the appropriate entry age of young school children. Piaget theorized that a child experiences three developmental periods. The sensorimotor period (birth to 18-24 months) is the first stage of development which includes reflex actions. These reflex actions lead to the development of exploration of real objects and events.The preoperational period (18-24 months to 7-8 years) involves mental symbols that represent what is experienced. Later, meaning is attached to the symbols. In the concrete operational period (7-8 years to 11-12 years)

the child becomes less dependent on physical involvement and has a greater understanding of abstract ideas. Based on Piaget's theory, children's developmental age should be considered when educating children (Machado, 1985). In addition, there are many individuals who advocate that children should enter school based on their developmental age rather than their chronological age (Uphoff and Gilmore, 1986 as cited by Gullo et al 1992).

Although not widely known in United States until the late 1970's, Vygotsky, a Russian psychologist and researcher, developed and theorized his educational paradigm. Vygotsky suggests that there are two developmental levels at which children learn. At one level, children can do things on their own; at the other level, they need guidance. Between these levels is what Vygotsky calls the " zone of proximal development," where children who receive assistance can stretch their learning beyond what they are able to do alone (Dever et al., 1994). Though they never met face to face, during the 1920's Vygotsky and Piaget were engaged in an intellectual debate about the relationship between language and thought in early childhood development (Newman and Holzman, 1993). After reviewing Newman and Holzman's book, Lev Vygotsky, Revolutionary Scientist, we view Vygotsky as the "whole language" pioneer. His philosophy reinforces the theory that language and social interaction promote learning.

Recently educators have taken Vygotsky's theory into consideration when educating children. Vygotsky (as cited in Dixon-Krauss, 1995) claimed that learning leads cognitive development. He felt that learning occurs as the child gradually internalizes higher level thought processes that are activated through language and social interaction with capable peers (Dixon-Krauss, 1995). When the classroom is compared to the structure of the family, younger members have many opportunities to observe and imitate the competency of older members (Dever et al., 1994).

Project Outcomes and Solution Components

Based on our teacher survey (Appendix A) of our colleagues, we concluded that there is an obvious need for intervention for the students with birth dates May through August in the primary grades. Our survey also indicated that this age gap between the youngest and oldest child in the class had less of an academic impact in the intermediate grades.

No matter what entrance date a state adopts, there will be a twelve month range of age in every classroom. Primary teachers will face the dilemma of meeting the needs of the younger students and guiding the children to work in their zone of proximal development. This zone begins where a child can function independently and ends where a child needs guidance. Using language and social interaction with capable peers and adults, a child can extend their knowledge to work at the end of this zone.

After investigating the effects of the students' chronological age on their academic achievement, as well as the the review of the literature on this subject, the following project objective was proposed:

> As a result of the shared reading/writing activity, during the period of October 1996 to December 1996, the younger kindergarten and third grade students in the experimental group will show a greater gain in reading when compared to the younger students in the control group.

In order to accomplish this objective, the following intervention was utilized: a shared reading and writing activity that involved a younger student paired with an older student in the same grade level.

While investigating the probable causes of lower reading achievement among younger students, we came upon a study by Dixon-Krauss entitled *Partner Reading and Writing: Peer Social Dialogue and the Zone of Proximal Development.* This study outlined a partner reading and writing activity that paired a younger and older student.

We used this idea to develop our own reading and writing activity to improve the reading ability of our younger students. Paired reading and dialog journal writing activities were identified in the professional literature as effective instructional strategies for increasing individual storybook reading and writing while maintaining a high level of peer social interaction. The research on using paired reading has shown a high level of success in both student achievement and attitudes toward reading by providing students with self-selection of children's literature and a purpose for rereading their selected books (Eldrege & Butterfield, 1986; Labbo & Teale, 1990; Topping, 1989, as cited by Dixon-Krauss, 1995). Dialogue journals have been recommended to help students learn printed language by using it in natural written conversations (Gambrell, 1985; Shuy 1987; as cited by Dixon-Krauss). A study by Wells (1993) found that dialogue journals about students' individual reading material have also been effective in developing higher level thinking strategies as students reflect on the stories they read, abstract the plot of the stories, and share their writings (as cited by Dixon-Krauss).

To inform the parents that we would be implementing strategies designed to improve reading, a parental consent letter (Appendix C) was sent home with the students. Of the consent letters issued, 100% were signed and returned.

Action Plan for the Intervention

In order to determine the current reading level of the students in the experimental and control groups, three of the researchers administered the Stanford Diagnostic Reading Test, (SDRT) 3rd Edition (Karlsen et al., 1984) for the third grade students (Appendix D). The Green Level, Form G pretest of the SDRT was administered in September, 1996, to students whose birth dates were May through August. The Green Level, Form H post-test of the SDRT was administered in January, 1997 (Appendix E).

The other researcher used Houghton-Mifflin's Getting Ready to Read Diagnostic Test (GRTR) for the kindergarten students (Appendix F). Form A of GRTR was administered in September, 1996, to students whose birth dates were in the months May through August. The purpose of this test was to determine the prereading ability of the students. Form B was administered to the students in January, 1997 (Appendix G). The SDRT and the GRTR tests were administered to both the control and experimental groups. The experimental groups received traditional instruction along with the intervention of the shared reading/writing activity. The control groups received traditional instruction without the intervention.

In the kindergarten class, the teacher used her morning class as the control group and her afternoon class as the experimental. The three other teachers involved in this project worked with the experimental group. The control group were instructed by other teachers at the same grade level. These groups, however, were instructed using only traditional methods.

Shared Reading and Writing Activity

For ten weeks, a shared reading and writing activity lasting from 20 to 30 minutes per day in the third grade and 10 to 15 minutes per day in kindergarten, was added to the curriculum of the experimental groups. Students were grouped into pairs by the teacher who matched a younger student with an older student. The reading and writing activities involved a four day sequence.

The first day of the intervention in the kindergarten class, the teacher introduced and read aloud the ten books from which they would make their selection. Each week more books were introduced to the selection to add to the children's choice of literature. These books were available in multiple copies. Each student chose one of the books and kept a book list of their choices (Appendix H). They practiced reading the book on the second day. On the third day, the "book buddies" read their books to

each other. The last day, the students wrote about their book in their journals (Appendix I). The students did an oral evaluation of their reading with their partners.

In the third grade, the four day sequence was written on a chart and posted in the classroom for the children to follow (Appendix J). On the first day, each student chose a book from a selection provided by the teacher. They recorded the title and author on their book list (Appendix K). Prior to reading their books, the students wrote a prediction in their Dialog Journal based on the illustrations. Each student had 20 minutes daily for two days to practice reading their books independently. During this time the students used their "Tricky Word" books to log any words they could not pronounce independently (Appendix L). On the third day, prior to reading to each other, students helped each other decode words listed in their "Tricky Word" books. Student A then read to student B and discussed the book. When the discussion ended, the students returned to their desks and student A completed a self-reflection, (Appendix M) while student B wrote his opinion in his partner's Dialog Journal (Appendix N). The roles were reversed the following day. Also on the last day, the students illustrated their favorite part of their book in their own Dialog Journals.

Method of Assessment

Two methods of assessment were used; formal and informal. For the third grade students, the formal reading pre-test and post-test used was the Stanford Diagnostic Reading Test 3rd Edition (Harcourt Brace Jovanovich, Inc. 1983). The kindergarten students were pre and post tested using the GRTR.

While observing our younger students, we noticed several common problem areas unrelated to their reading ability. We developed and implemented a checklist to record the difficulties these children were experiencing. This Participation and Responsibility Checklist (Appendix O) was an informal method of assessment based on the teacher's observations.

CHAPTER 4

RESULTS

The objective of this project was to improve the reading ability of the younger aged students in the kindergarten and third grade classes. Based on our research, students who were young for their grade demonstrated some weaknesses in the following areas: reading, writing, and work habits.

During the ten week intervention, the younger students were paired with older students within the classrooms. In the third grade classrooms, students chose a book, practiced reading the book independently, logged difficult vocabulary words, and then read the book to their partner. After reading aloud to their partner, the students completed several writing activities in their Dialog Journal related to their book. In the last activity the students completed an evaluation of their reading. After six weeks the researchers made observations that required a deviation from the original plan. To add variety, the students were assigned new partners. The researchers continued to pair younger students with older students. A new Dialog Journal (Appendix P) and self evaluation (Appendix Q) was created to renew interest and enthusiasm, still adhering to the original objective.

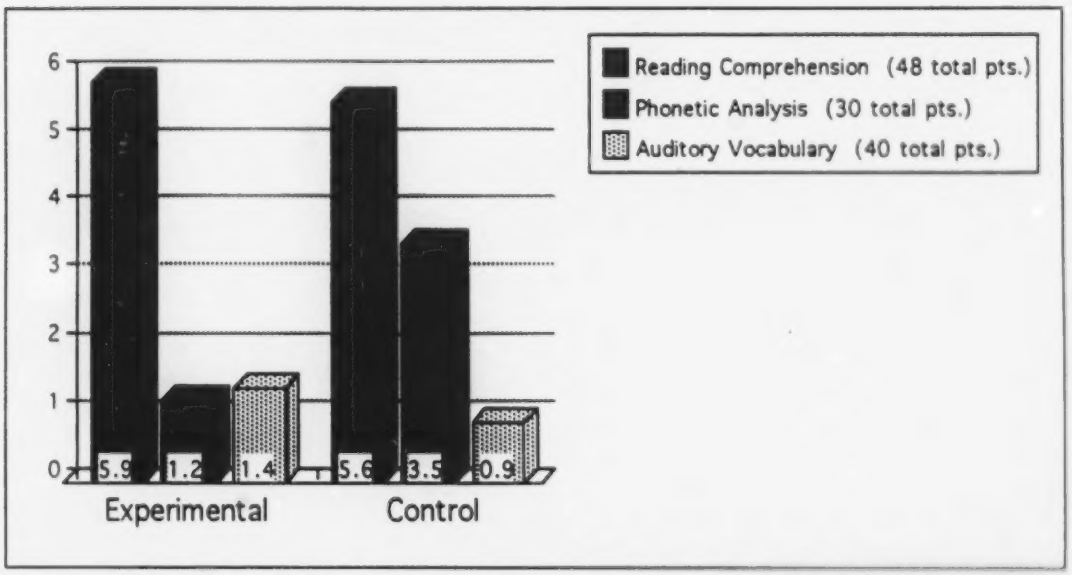
In the kindergarten classroom, the teacher also paired younger students with older students. The teacher modeled oral reading using the selection of books. The students chose a book from the selection, and read to their partner for about ten minutes. They also drew and/or wrote in an unstructured journal about their book. Initially, the students evaluated their reading orally. Later, an evaluation form (Appendix R) was introduced to replace the oral evaluation that was originally used.

Presentation and Analysis of Results for Grade Three

In order to assess the effects of the reading and writing activity on the students' reading ability, the students were pre and post tested using The Stanford Diagnostic Test. The following sub tests were administered: reading comprehension, phonetic analysis and auditory vocabulary. Researchers obtained raw scores for each sub test and found the mean score to each. The mean score from the pre and post test were compared in order to determine the average increase. The chart below represents the pre and post test average increase.

Table 4 - Third Grade

Comparison of the Average Increase Between Experimental and Control Groups Based on The Stanford Diagnostic Reading Test



The pre and post tests showed that both groups made gains in the areas tested. While the control groups exhibited an average increase of 5.6 points in reading comprehension, the experimental groups demonstrated an increase of 5.9 points. The researchers were pleased that the experimental groups made a greater gain in this

area as it was directly related to the intervention. The students read aloud at least ten books and listened to an additional ten books during the intervention. The book discussions and dialog journal writing reinforced reading comprehension skills.
On the sub test phonetic analysis, the experimental groups had an average increase of 1.2 points, while the control groups made a 3.5 point gain. Although the purpose of the intervention was not to instruct phonetic skills, the students in the experimental groups made a slight gain. The researchers can not account for the large gain made by the control groups.

The control groups had an average increase of 0.9 point gain on the auditory vocabulary sub test. The experimental groups increased by 1.4 points. The researchers felt this increase was directly related to the students' involvement in the following aspects of the intervention: exposure to new vocabulary and an immersion in a multitude of varied literature which was orally presented.

Our research focused on students who were young for their grade. However, we noted that not all of these targeted students were low readers. For example, one of the students had a raw score on the pretest in reading comprehension of 13, while another student's pretest score was 44. The student with the raw score of 13, scored a 29 on the post test, showing an increase of 16 points. While the student with a pretest score of 44 scored a 46 on the post test, exhibiting an increase of only two points. The researchers found this to be true with the other low readers in this study. Thus, the biggest increases noted in reading comprehension were made by the lower level readers of these young students.

The researchers found this intervention to be an effective tool for increasing reading comprehension among lower level readers. This tool could be an effective means of improving reading abilities of all lower level readers regardless of their birth dates. The researchers based their assumptions on the results of the reading

comprehension test which showed greater increases made by the lower level readers who were young for their grade. The other young students, who were average to above average readers, did not make significant gains.

While observing our younger students, we noted several common problem areas unrelated to their reading ability. We used the Participation and Responsibility Checklist (Appendix O) to record the observations. The behaviors were recorded using the following rubric: most of the time, some times, and not yet. Of the 19 young students observed, these common behaviors were noted.

Table 5 - Participation and Responsibilty Checklist

	Most of the time	Sometimes	Not yet
1. Follows written directions	3	8	8
2. Follows oral directions	9	3	7
3. Uses time wisely	2	8	9
4. Cleans up after self	7	10	2
5. Has an organized desk	3	5	11
6. Name on paper	0	19	0
7. Completes work	5	12	2
8. Returns papers from home	7	7	5
9. Works independently	3	12	4
10. Acts appropriately	2	11	6

From this chart we conclude that the younger students had difficulty keeping their desks clean, consistently putting their names on their papers, and using their time wisely. They also had some problems cleaning up after themselves, completing work, working independently, and acting appropriately. We feel that the students' young age

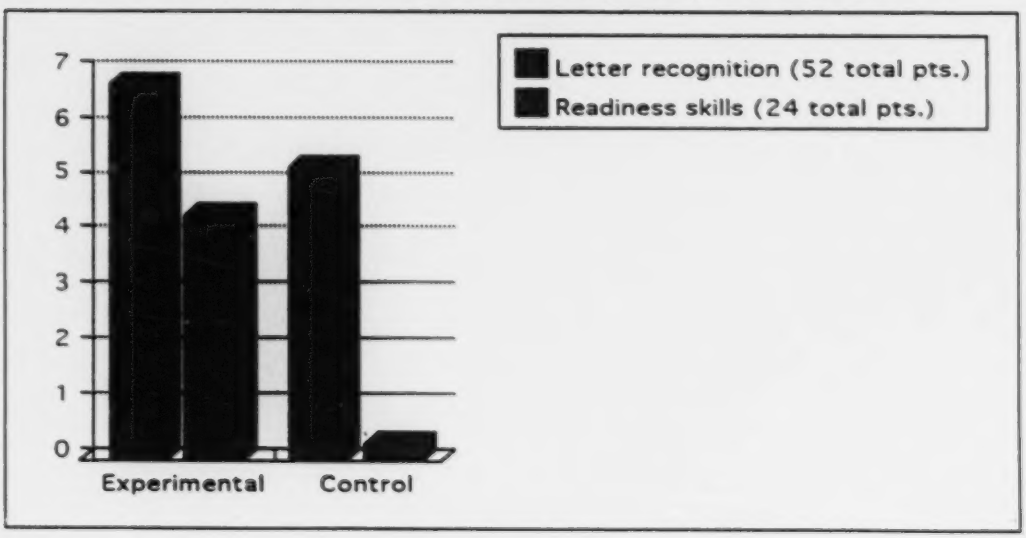
contributes to their difficulties in these areas. The kindergarten researcher kept notes on her six children in the experimental group concerning work habits and social skills. After reviewing her notes, she found deficits common to these young children. Five of the six children consistently did not stay on task, complete assignments, and clean up after themselves. The researcher also noted a lack of interest in learning reading readiness skills.

Presentation and Analysis of Results for Kindergarten

In order to assess the effects of the reading and writing activity on the students' reading ability, the students were pre and post tested using The Getting Ready to Read Test. The following sub tests were administered: Letter Recognition and Beginning Reading Skills. Researchers obtained raw scores for each sub test and found the mean score. The mean score from the pre and post test were compared in order to determine the average increase. The chart below represents the pre and post test average increase.

Table 6 - Kindergarten

Comparison of the Average Increase Between the Experimental and Control Groups Based on the Results of The Getting Ready to Read Test



The pre and post tests showed that both groups made gains in the areas tested. While the control group demonstrated an increase of 5.3 points, the experimental group exhibited an average increase of 6.8 points in letter recognition. The control group had an average increase score of 0.3 on reading readiness, while the experimental group had an average increase score of 4.4 points. The researchers made the assumption that the exposure to numerous books accounts for the gain in both letter recognition and reading readiness.

Recommendations

The researchers feel that this intervention was most effective with the kindergarten students. When comparing the experimental group to the control group, the experimental group made a significant gain in all areas tested. This gain coincides with our literature research that states age is a factor to consider with very young children. The social interaction was an additional benefit to further develop kindergarten skills. The kindergarten researcher would suggest introducing this activity later in the school year when the children are more independent.

Although the third grade students made gains in reading comprehension and auditory vocabulary when compared to the control group, the gain did not appear to be significant. This finding supports our literature research that stated that age has less of an academic impact on students by the time they reach third grade age or older. At the third grade level, our intervention appeared to benefit the young children who were having difficulty in the area of reading. We concluded that this might be an effective tool to use with any child who is experiencing difficulties in the reading area regardless of their birth date. We recommend that this intervention be tested on all children reading below grade level regardless of their age. We feel the population of our study was limiting and should be larger to determine validity. It is also recommended that this research be conducted on a larger scale to include first and

second grade students.

While implementing this intervention, we found that reading ability was not necessarily a problem for all young students. We observed that nearly all young students had problems with organization, work habits, and social skills. We recommend that an intervention be developed to address these problems.

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Appendices

Appendix A
Teacher Survey

Dear Teachers,
Please assist us in compiling data for a research project. We would appreciate your assistance in completing the short survey below.

Please indicate whether you agree or disagree with the following statements:
A=agree D=disagree

1. I can tell which children are young for their grade in my classroom. A D
2. I can tell which children are old for their grade in my classroom. A D
3. I feel some parents should delay their child's entrance into school due to their chronological age. A D
4. Regardless of child's chronological age and readiness, they should begin school at the state mandated age of five years by Sept. 1. A D
5. At my grade level, a child's chronological age affects their:

Academic skills	A	D
Social Skills	A	D
Language Skills	A	D
Fine Motor Skills	A	D

Comments _____
_____
_____

Please indicate the grade level that you teach_____

Thank you for help and cooperation!

Appendix B
Student Placement Card

(Affix label here)

Student Information Card K-5

School Year_____ Grade_____
Retention History __No __Yes - If retained, at what grade level?_____
(Achievement test results will be forwarded with class list.)

Reading book for the beginning of SY_____ _____

Reading Level
__Low
__Average
__High

Math Group
__Low
__Average
__High
__Accelerated

Work Habits
__Hard Worker
__Average
__Does not apply himself

Deficit Areas (Check if applicable)
__Language Arts __Handwriting
__Spelling __Science Concepts
__Social Studies __Phonetic Skills

SPECIAL SERVICES RECEIVED
__Counseling __Speech / Language
__Chapter 1 __Bilingual (TPI)
__LD/BD Resource __Gifted Ed (GATE)
__Special Ed Instructional_____
__Psych on file __Watch list
__Health Problem___ _____

Please write any specific suggestions / comments on back of placement card

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Appendix C
Parent Consent Letter

September, 1996

Dear Parents,

As part of my effort to improve your children's reading ability, I will be implementing a shared reading/writing activity. Your child will choose a new book each week to read to an assigned partner. They will have two days to practice reading the book at school, and may also practice at home. On the third day, your child will read his book orally to a classmate of his or her choosing. On the fourth day, your child will read the book and participate in a discussion with his or her assigned partner. The partners will write to each other in a journal as well. We will begin this activity within the next few weeks and continue until the Winter holiday.

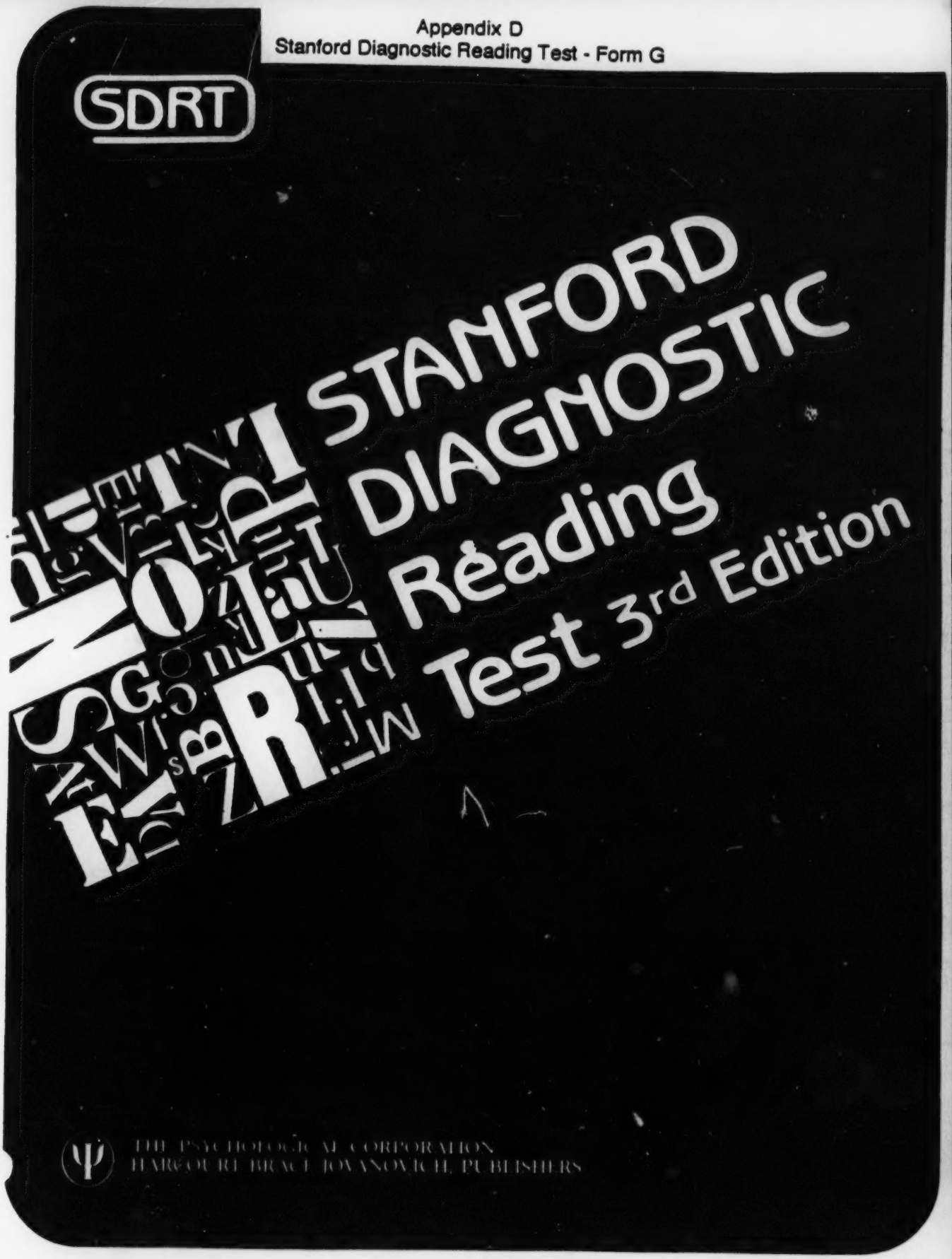
This activity is part of a research project for my graduate studies at St. Xavier University. Any data collected will be confidential.

Thank you for your cooperation.
Sincerely,

I. _____do_____do not give permission for my child to participate in the research studies conducted in my child's classroom.

_____ _____

child's name *parents signature*



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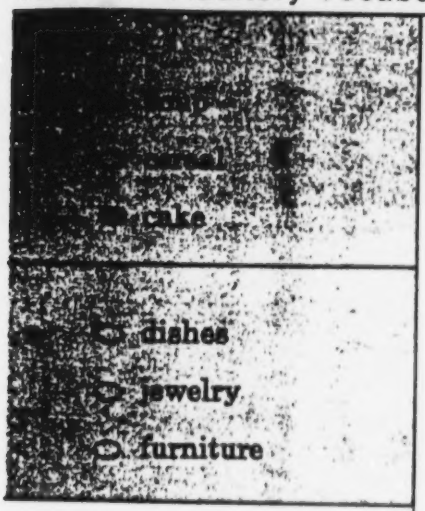
TEST 1: Auditory Vocabulary



1 ○ larger
○ darker
○ tinier

2 ○ cut up
○ shake
○ take away

3 ○ fix
○ lose
○ help

4 ○ peel it
○ mold it
○ squeeze it

5 ○ hands
○ feet
○ head

6 ○ bigger
○ prettier
○ cleaner

7 ○ sleepy
○ sad
○ angry

8 ○ well
○ wrong
○ fast

9 ○ fighting
○ studying
○ playing

10 ○ signature
○ person
○ sign

11 ○ close together
○ heavy
○ in the middle

12 ○ examine it
○ recognize it
○ discover it

13 ○ muddy
○ dangerous
○ mountainous

14 ○ copy
○ begin
○ imagine

15 ○ present
○ past
○ future

16 ○ shout
○ look at
○ pay

17 ○ sprout
○ seed
○ stem

18 ○ job
○ rule
○ plan

19 ○ tired
○ relaxed
○ busy

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20 ○ an order
○ a gift
○ an example

21 ○ printed
○ mailed
○ stolen

22 ○ buildings
○ clothes
○ cars

23 ○ answer
○ choose
○ collect

24 ○ lies
○ forgets
○ dreams

25 ○ brighter
○ wrinkled
○ lighter

26 ○ touch it
○ see it
○ hear it

27 ○ mistaken
○ uncertain
○ disappointed

28 ○ flexible
○ slender
○ slippery

29 ○ springs
○ craters
○ valleys

30 ○ follow
○ save
○ buy

31 ○ repeat
○ join together
○ turn around

32 ○ pretended
○ intended
○ extended

33 ○ pottery
○ needlework
○ printing

34 ○ house
○ town
○ company

35 ○ peaceful
○ far away
○ not real

36 ○ quietly
○ honestly
○ immediately

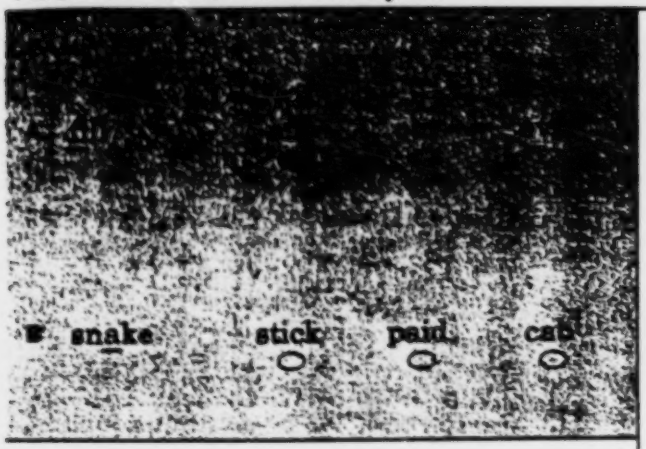
37 ○ singers
○ soldiers
○ athletes

38 ○ packages
○ messages
○ magazines

39 ○ foolish
○ accidental
○ ordinary

40 ○ fence
○ wall
○ bush

TEST 3: Phonetic Analysis



1	tap	pear	note	told
2	will	live	wet	slow
3	doll	bad	roll	tall
4	zoo	sun	false	reason
5	jam	ago	page	bag
6	grin	read	grade	better
7	past	star	sat	spoon
8	tree	third	try	throw
9	went	ten	plant	net
10	round	dance	adding	standing
11	change	cash	match	push
12	thick	other	neither	tooth
13	show	wish	choose	search
14	sing	sign	girl	rang

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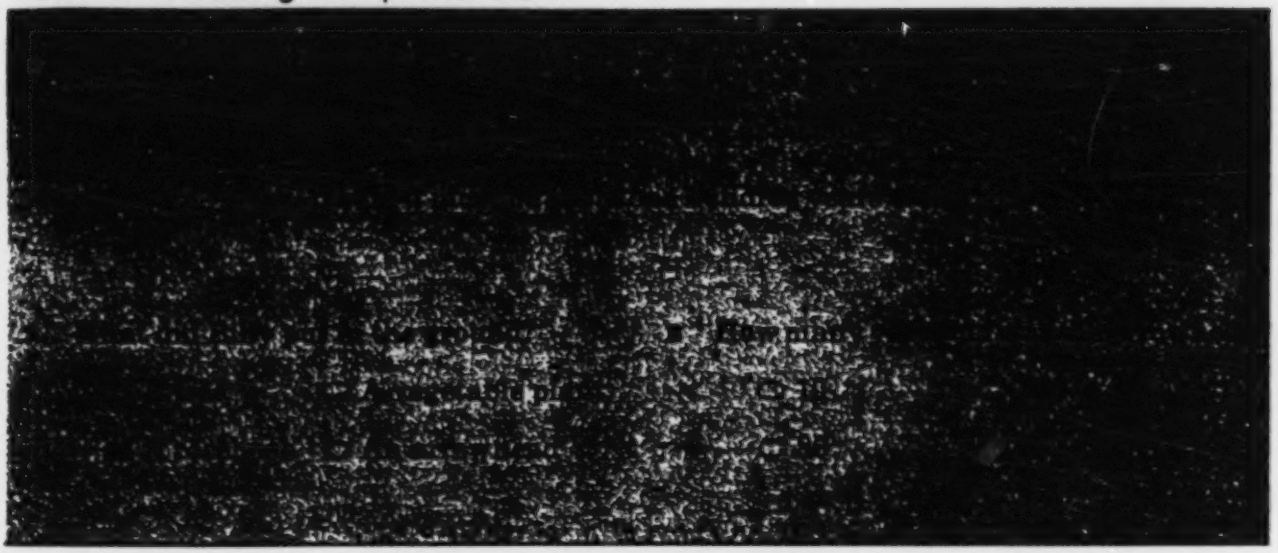
GO ON

15	coach	chop	school	machine	23	meet	heard	pie	piece
16	class	army	after	about	24	music	full	fuel	rough
17	drop	rob	room	rode	25	coal	wool	court	grow
18	get	team	feet	peg	26	corner	word	worry	fork
19	run	pull	tug	tune	27	cow	crow	how	blow
20	good	took	moon	pool	28	draw	laugh	fall	drew
21	tape	air	take	tea	29	oil	fool	going	point
22	ride	happy	hid	fight	30	jar	card	jaw	share

G/G Consonants _____ Vowels 9 Phonetic Analysis Number Right

TEST 5: Reading Comprehension



Joe's cat, Su-Su, is very friendly, but she doesn't like Joe's dog, Ollie. Every night Su-Su chases Ollie around the kitchen table, and every morning Su-Su hides one of Ollie's bones. When she hears Ollie growl, Su-Su seems very proud of herself.

1 Su-Su is Joe's—

- ○ monkey
- ○ bird
- ○ cat
- ○ fish

2 Su-Su chases Joe's—

- ○ friends
- ○ dog
- ○ sister
- ○ kitten

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3 Ollie probably growls in the morning because—

- ○ Joe has not taken him for a walk
- ○ he and Su-Su have been fighting
- ○ he can't find his bone
- ○ he hurt his leg on the table

4 When it comes to Ollie, Su-Su acts—

- ○ friendly
- ○ helpful
- ○ shy
- ○ mean

Monday, November 5

Dear Ms. Green:

Alvin did not go to school Friday. He was ill until last night. I think he is all right this morning. He should take it easy and not get too hot. If he gets worse, please give me a call and I'll come and get him.

Mary Waters

5 Alvin stayed OUT OF SCHOOL for—

- ○ one day
- ○ one week
- ○ four days
- ○ two weeks

6 Mary Waters is most likely Alvin's—

- ○ mother
- ○ pupil
- ○ teacher
- ○ sister

7 Alvin should NOT be expected to—

- ○ eat lunch
- ○ do art
- ○ do a lot of math
- ○ play ball

8 What should Alvin's teacher do if he feels ill at school?

- ○ Send Alvin home.
- ○ Call Mary Waters.
- ○ Give Alvin juice.
- ○ Tell the principal.

It was a fall afternoon. It was chilly, but warm enough once you got moving. Sarah and her friends were playing kickball in the street. Sarah was a little unhappy because they always made her play in the outfield. All she ever did was chase the ball. She was chasing the ball down the long street when she heard her mother call, "Sarah! S-a-a-a-r-a-h! Come home right now!" Sarah stopped and said to herself, "What does she want now?" Meanwhile, the ball was rolling down the street. Sarah's friends were yelling at her. Sarah took a deep breath and walked slowly home.

9 Sarah's mother wanted Sarah to—

- ○ come home
- ○ go out and play
- ○ help find the ball
- ○ leave for school

10 What season of the year was it?

- ○ Winter
- ○ Spring
- ○ Fall
- ○ Summer

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11 What didn't Sarah like about kickball?

- ○ Playing in the street
- ○ Running after the ball
- ○ Playing in cold weather
- ○ Kicking the ball

12 When Sarah said, "What does she wa now?" she was talking to—

- ○ herself
- ○ her friends
- ○ her mother
- ○ her sister

13 Sarah stopped chasing the ball when

- ○ she had to stop for a car
- ○ it rolled into the bushes
- ○ her friends yelled at her
- ○ her mother called

Ann's uncle gave her a plant one day last spring. It was very small. Her uncle said, "Remember that plants need good soil, water, and sunshine. It doesn't hurt if you talk to them, either." Ann took good care of her plant. She watered it and made sure the soil was the best. She put it in the sunniest part of her room. She even told it jokes, but it never grew. Slowly, it turned brown and died. Ann decided that she must not have a green thumb.

14 Where did Ann keep her plant?

- ○ In the kitchen
- ○ In the basement
- ○ In her room
- ○ In the dining room

15 Ann tried to help her plant grow by—

- ○ telling it jokes
- ○ washing it
- ○ shining its leaves
- ○ putting it in a big pot

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16 Who gave the plant to Ann?

- ○ A friend
- ○ A relative
- ○ A neighbor
- ○ Her teacher

17 How did Ann know that her plant was dying?

- ○ It was losing its leaves.
- ○ There were insect holes in the leaves.
- ○ The water just stood in the pot.
- ○ Its leaves were turning brown.

18 Ann was told that plants need water, sunshine, and—

- ○ plant food
- ○ a lot of room
- ○ insect spray
- ○ good dirt

Suddenly Lou found himself in a grassy field filled with beautiful wildflowers. As he stood in the field and gazed around, a cow came toward him. "Good afternoon, Lou," said the cow.

"Hello, cow," said Lou. "How do you know my name? How are you able to speak?"

"All of the animals in this special land called Zod can speak," said the cow. "Come with me and I will introduce you to all my friends."

Lou followed the cow and met the pigs, the sheep, the roosters, and the chickens. He had a lot of fun walking through the fields of Zod with them, and he enjoyed talking to them. At the end of the day, Lou thanked the cow for showing him around and asked how he could get back home.

"First you must climb on my back," said the cow. "Then you must close your eyes and clap three times."

Lou did this, and when he opened his eyes he found his father standing over him saying, "Get up, Lou. It's time to go to school."

19 The events that took place in Zod happened in a—

- ○ bedtime story
- ○ dream
- ○ school play
- ○ movie

20 The animals in Zod were able to—

- ○ fly
- ○ sing
- ○ read
- ○ talk

21 What did Lou do in Zod?

- ○ Picked flowers
- ○ Played games
- ○ Explored it
- ○ Fed the animals

22 What time of day was it in Zod when Lo arrived there?

- ○ Morning
- ○ Afternoon
- ○ Evening
- ○ Night

23 What did Lou see in Zod?

- ○ Unusual people
- ○ Beautiful birds
- ○ Strange insects
- ○ Wildflowers

24 To get home from Zod, Lou had to—

- ○ tell the animals a story
- ○ say three magic words
- ○ close his eyes and clap
- ○ stamp his feet three times

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25 While he was in Zod, Lou met some—

- ○ sheep
- ○ goats
- ○ foxes
- ○ dogs

26 How did Lou feel when he found himself in Zod?

- ○ Worried
- ○ Frightened
- ○ Surprised
- ○ Grateful

27 Lou's father told him that he had to—

- ○ milk the cows
- ○ get into bed
- ○ go to school
- ○ do his homework

28 Lou was shown around Zod by a—

- ○ pig
- ○ cow
- ○ rooster
- ○ chicken

Jesse's new puppy, Red, liked to chew. Red chewed on just about everything. "Red is getting new teeth," said Jesse's mother. "The best thing for Red to chew on is a piece of old leather." So, Jesse cut up an old shoe. When the shoe got lost, Red used one of Dad's new ones.

29 Jesse had a new—

- ○ brother
- ○ puppy
- ○ shoe
- ○ tooth

30 Who must have gotten angry?

- ○ Jesse
- ○ Mother
- ○ Father
- ○ Red

31 Red may have thought that—

- ○ the new shoe was better
- ○ old shoes were not good
- ○ the old shoe was eaten
- ○ any shoe was all right

32 The old shoe was used to—

- ○ spank Red
- ○ chew on
- ○ feed Red
- ○ sleep in

It had been hot all week. When Saturday came, the Johnsons decided to go to the city swimming pool to cool off. At first, the Johnson children stayed near the wading pool. But then two-year-old Carol ran to the big pool where a brightly colored ball was floating near the deep end. She reached out for it. Mr. Johnson turned away for a moment and almost missed the splash. But Mrs. Johnson didn't miss it. She took one step forward and dived into the water. So did Carol's father. They both got to Carol at the same time. They quickly got her out of the water. Twenty minutes later, all eyes were on Carol as she again began to edge toward the sparkling water. But Carol had learned her lesson, and she went off to the wading pool.

33 Why did Carol go to the big pool?

- ○ She liked to dive.
- ○ She wanted to see if the water was deep.
- ○ She wanted to watch her father swim.
- ○ She saw a ball floating there.

34 Who saved Carol?

- ○ Her brother
- ○ Her parents
- ○ Her friend
- ○ A lifeguard

35 The Johnsons were at the pool because they wanted to—

- ○ visit with friends
- ○ teach their children to swim
- ○ keep cool
- ○ practice swimming

36 Carol went back to the wading pool because—

- ○ she knew it was safer there
- ○ her brother was there
- ○ there were some toys there
- ○ her mother told her to go there

37 The swimming pool belonged to—

- ○ the Johnsons
- ○ the Johnsons' neighbors
- ○ the city
- ○ Carol's uncle

38 Mrs. Johnson can best be described as—

- ○ nervous
- ○ mean
- ○ friendly
- ○ quick

Jim hadn't realized how easy it was to lose the trail. He should never have stopped to rest that long. It had been only a few minutes, but he couldn't hear or see the rest of the group. He tried calling out, but got no answer. He wasn't afraid, for he knew they couldn't have gone very far. But luck wasn't with him. He started off looking for them in the wrong direction. After several hours of hiking, darkness was closing in. Jim realized that he would have to spend the night in the woods alone. He was tired and miserable. He began to worry whether he would freeze to death.

39 What was the first thing Jim did?

- ○ He built a fire.
- ○ He went back the way he had come.
- ○ He sat down and cried.
- ○ He called out to his friends.

40 What happened when Jim tried to find the group?

- ○ He saw some wild animals.
- ○ He went the wrong way.
- ○ He crossed his own trail.
- ○ He couldn't see in the dark.

41 Jim was calm at first because—

- ○ he wasn't far from camp
- ○ he heard people's voices
- ○ he knew the woods well
- ○ his friends weren't far away

42 Jim stopped looking for his friends when—

- ○ he got hungry
- ○ it started to snow
- ○ it began to get dark
- ○ he found the trail

43 How did Jim feel when he realized he would have to spend the night in the woods?

- ○ Worried
- ○ Excited
- ○ Confused
- ○ Angry

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The plane dipped below the clouds. I shook off my sleepiness and looked out the window. The lights from the city looked like millions of tiny glass beads on strings. The river glistened in the moonlight. The city seemed still, but I knew that the feeling of stillness was false. As the other passengers began to stir, I wondered whether someone would meet me.

44 When did the story take place?

- ○ Late morning
- ○ At night
- ○ Early afternoon
- ○ At sunset

45 The writer compared the lights to—

- ○ tear drops
- ○ shining stars
- ○ glass beads
- ○ drops of water

46 One of the things the writer saw from his seat was—

- ○ his house
- ○ another plane
- ○ the airport
- ○ the river

47 The writer was on an airplane that was getting ready to—

- ○ take on passengers
- ○ take off
- ○ land
- ○ crash

48 According to the story, the writer didn know—

- ○ where he should look for his bags
- ○ who was sitting next to him
- ○ whether someone would meet hir
- ○ why he was so sleepy

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SDRT

STANFORD DIAGNOSTIC Reading Test 3rd Edition

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, PUBLISHERS

9-953233

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TEST 1: Auditory Vocabulary

1 ○ ice cube
○ iceberg
○ icicle

2 ○ rare
○ fake
○ raw

3 ○ mean
○ gentle
○ silly

4 ○ body
○ bank
○ law

5 ○ couch
○ feast
○ flower

6 ○ letter
○ puzzle
○ chart

7 ○ cheerful
○ smart
○ funny

8 ○ curious
○ anxious
○ grateful

9 ○ stem
○ bud
○ leaf

10 ○ taste
○ smell
○ color

11 ○ lonely
○ quiet
○ safe

12 ○ trade
○ sell
○ show

13 ○ pupil
○ employee
○ adviser

14 ○ cleverly
○ carefully
○ luckily

15 ○ greedy
○ jealous
○ noble

16 ○ simple
○ identical
○ unique

17 ○ read
○ aim
○ draw

18 ○ workers
○ fuel
○ food

19 ○ smile
○ wait
○ talk

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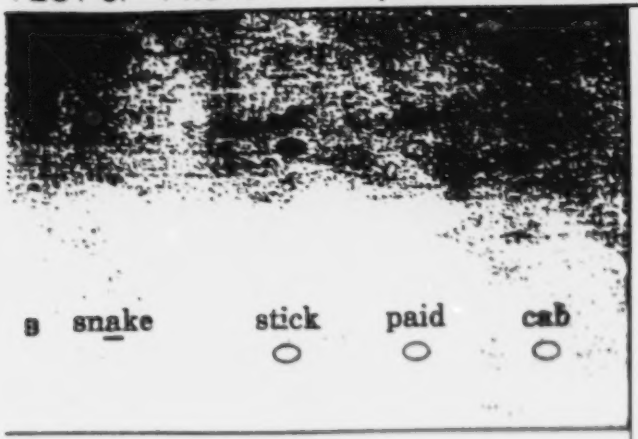
20	○	wind	27	○	imagination	34	○	dirty
	○	snow		○	permission		○	wet
	○	fire		○	possessions		○	torn
21	○	learn	28	○	ignore it	35	○	fertile
	○	remember		○	change it		○	shallow
	○	get		○	plan it		○	solid
22	○	carpenter	29	○	front	36	○	picture
	○	chef		○	middle		○	game
	○	tailor		○	back		○	sale
23	○	patient	30	○	relative	37	○	chance
	○	obedient		○	friend		○	bargain
	○	stubborn		○	helper		○	trick
24	○	blank	31	○	broken	38	○	add
	○	clear		○	forgotten		○	find
	○	closed		○	understood		○	buy
25	○	fierce	32	○	last	39	○	considera
	○	sickly		○	end		○	confident
	○	large		○	fold		○	capable
26	○	purpose	33	○	allows it	40	○	eat
	○	loss		○	believes it		○	do
	○	gift		○	invents it		○	earn



B	snake	stick	paid	cab	7	black	blue	class	sleep
					8	print	park	problem	perfect
1	bug	tub	gum	peg	9	want	wet	sent	ton
2	bean	neat	beat	some	10	desk	sick	rocks	asking
3	gas	age	flag	jam	11	chase	rush	such	echo
4	same	cave	circle	cat	12	thing	either	teeth	broth
5	juice	green	ditch	dodge	13	she	dish	which	chie
6	dream	deer	draw	order	14	ring	gun	green	har

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TEST 3: Phonetic Analysis

15	child	slip	watch	school	23	me	why	met	we
16	cap	arm	tack	may	24	pupil	few	puppy	upo
17	got	world	goat	stop	25	soul	would	bother	loa
18	children	dinner	dirty	hide	26	older	here	where	flow
19	nut	cup	cube	shout	27	out	could	mouse	fo
20	book	boot	hood	tool	28	ball	saw	bare	aw
21	made	wagon	bake	map	29	toy	say	boil	yo
22	kind	milk	bird	try	30	stare	are	dare	w

G/H Consonants _____ Vowels _____ 9 Phonetic Analysis Number Right _____

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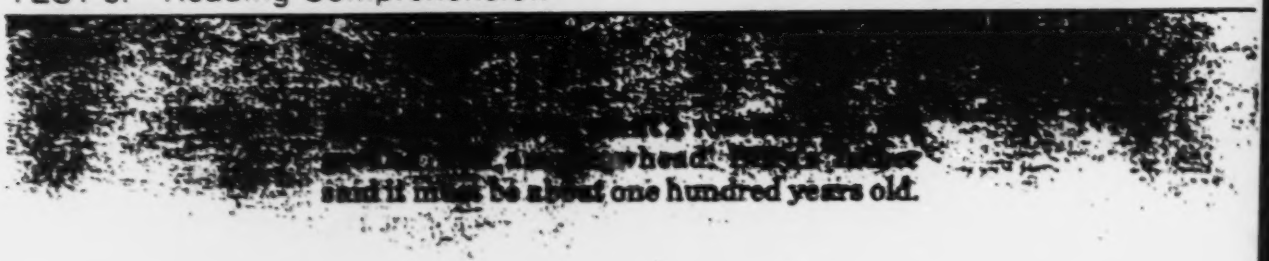

[redacted] said it must be about one hundred years old.

A What did Billy put in the ground?

- ○ A tree
- ○ A vegetable plant
- ● A rosebush
- ○ An arrowhead

B How many years old was the arrowhead?

- ○ 10
- ○ 100
- ○ 80
- ○ 180

Two children washed a car. First they used some rags and a pail of soap and water. Then they sprayed the car with a hose. They used dry rags to wipe the windows and the bumpers.

1 The children used the hose to wash off the—

- ○ gas
- ○ dust
- ○ soap
- ○ paint

2 The children dried the car's—

- ○ wheels
- ○ windows
- ○ trunk
- ○ doors

3 When the children were finished, the car was—

- ○ small
- ○ clean
- ○ new
- ○ broken

4 The children were being—

- ○ playful
- ○ fair
- ○ foolish
- ○ helpful

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Pat noticed it at the last possible moment. It was good that she had, because she had almost stepped on it. It was the most beautiful shade of blue she had ever seen. Pat decided that it must have fallen out of one of the nests in the tree above. She bent down to look at it and saw that it had not broken. "Oh, good," she thought. "Maybe if I leave it alone, it will still hatch."

5 What did Pat find?

- ○ An egg
- ○ A bluebird
- ○ A nest
- ○ A branch

6 At the end of the story, Pat hoped that—

- ○ a bird would hatch
- ○ someone would pass by
- ○ no one had seen her
- ○ a tree would grow

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7 How did Pat feel at the end of the story?

- ○ Frightened
- ○ Strong
- ○ Tired
- ○ Happy

8 Pat found something that had fallen from—

- ○ a roof
- ○ a tree
- ○ the sky
- ○ someone's window

9 What did Pat plan to do with what she found?

- ○ Leave it alone.
- ○ Throw it away.
- ○ Put it in her pocket.
- ○ Step on it.

The teacher asked Bill and Kathy to roll the book cart to the front of the room. The cart was very heavy. The two children went to it and took hold of the sides. Bill stood on one side, Kathy on the other. They pushed the cart as hard as they could, but it didn't move.

10 Where was the book cart?

- ○ In the library
- ○ In the front of the classroom
- ○ In the back of the classroom
- ○ In the hallway

11 What happened when Bill and Kathy tried to push the book cart?

- ○ The books fell out.
- ○ The cart wouldn't move.
- ○ The cart broke.
- ○ The teacher helped them.

12 The children took hold of the book cart by its—

- ○ sides
- ○ shelves
- ○ wheels
- ○ handle

13 The children probably had trouble wit the cart because—

- ○ it needed oil
- ○ it was resting on a rug
- ○ it had a broken wheel
- ○ it had too many books on it

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Tony Marino was very unhappy. Next Tuesday school would begin. Tony was usually glad when school started because that meant that Nina and Joey would be out of the house. Tony liked his brother and sister, but he could do more things when they were not around. He could watch his favorite cartoons on TV and make beautiful colored pictures. But this year it would be different. Tony had to go to school, too. He really didn't understand why. After all, he could print his name and read all his books. Tony even told his mother that if he went to school she would have no one to play with. But it didn't work. When Tuesday came, Tony got on the school bus with Nina and Joey.

14 Tony did NOT want to—

- ○ color his pictures
- ○ go to school
- ○ eat his breakfast
- ○ share his toys

15 Compared with Tony, Nina and Joey are—

- ○ friendlier
- ○ thinner
- ○ shorter
- ○ older

16 Someone at home must have taught Tony how to—

- ○ count
- ○ read
- ○ drive
- ○ add

17 Tuesday was the day that—

- ○ Tony went shopping
- ○ school started
- ○ Nina had to babysit
- ○ Tony could play all day

18 How did the children get to school?

- ○ By bike
- ○ On foot
- ○ By car
- ○ By bus

19 At the beginning of the story, Tony fel very—

- ○ scared
- ○ angry
- ○ sad
- ○ sick

20 When Tony was at home, he liked to—

- ○ watch TV
- ○ write stories
- ○ help in the kitchen
- ○ play with Nina and Joey

Barbara lived in a big city. She loved to play softball in the park on Saturday mornings. Every Saturday for lunch, she'd buy a hot dog and chocolate milk. One day, Barbara asked her father how chocolate milk was made. "The cows eat chocolate grass," her father said. Barbara laughed and said, "Right!"

21 Why did Barbara laugh?

- ○ Her father did a trick.
- ○ She knew that cows give milk.
- ○ She knew her father was joking.
- ○ There was no grass in the city.

22 What game did Barbara like to play?

- ○ Basketball
- ○ Kickball
- ○ Softball
- ○ Football

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23 What was Barbara's question?

- ○ Where does milk come from?
- ○ How is chocolate milk made?
- ○ How does grass turn brown?
- ○ How do you milk a cow?

24 Where did Barbara spend Saturday mornings?

- ○ At the zoo
- ○ At the movies
- ○ In the park
- ○ In the schoolyard

25 What did Barbara eat for lunch on Saturdays?

- ○ A hot dog
- ○ A hamburger
- ○ Pizza
- ○ Chicken

One summer, Ricky went camping with the Boy Scouts. He and his friends went swimming every day. They slept in tents and cooked their own food. But they enjoyed scaring the younger Cub Scouts in the next camp most. At night, they would creep through the woods to the Cub Scouts' camp, and make noises like wolves. The young boys would wake up and wonder what was outside their tents. One night, while sneaking through the woods, Ricky fell into a patch of poison ivy. The counselors had to send him home. Ricky had to spend the rest of the summer in the hot city.

26 What did Ricky like best about camp?

- ○ Walking through the woods
- ○ Scaring the younger boys
- ○ Swimming
- ○ Cooking his own food

27 How did Ricky get poison ivy?

- ○ One of his friends had it.
- ○ He picked some leaves.
- ○ He slept in it.
- ○ He stumbled in the dark.

28 What did the Cub Scouts sleep in?

- ○ Cabins
- ○ Tents
- ○ Trailers
- ○ Tree houses

29 Where did Ricky go when he left camp?

- ○ To the Cub Scout camp
- ○ To another Boy Scout camp
- ○ To the hospital
- ○ To the city

30 Ricky and his friends made believe they were—

- ○ camp counselors
- ○ animals
- ○ robbers
- ○ policemen

31 Why did the Cub Scouts wake up during the night?

- ○ They had bad dreams.
- ○ They were near a railroad track.
- ○ They smelled smoke.
- ○ They heard strange noises.

32 When Ricky left camp, he probably felt—

- ○ tired
- ○ unhappy
- ○ frightened
- ○ excited

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Boxer the puppy wagged his stumpy tail. His eyes were bright; one ear was up, the other down. His head, legs, and feet begged for action. They said, "Let's run. Let's jump. Let's play ball. Let's get a stick. Let's do something, anything. NOW!"

Boxer's young master, John, watched him for several minutes. He remembered the day at the pet shop when he first saw Boxer. John had taken one look, and he was sure. Boxer had been sure, too. It had been a lucky day for both boy and dog.

33 Boxer belonged to—

- ○ an old man
- ○ a baby
- ○ a young man
- ○ a little boy

34 Boxer wanted to—

- ○ go to sleep
- ○ run and play
- ○ watch his master
- ○ bite his master

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35 Boxer's tail was—

- ○ fluffy
- ○ skinny
- ○ short
- ○ long

36 John knew what Boxer wanted to do jus by—

- ○ watching him
- ○ listening to him bark
- ○ talking to him
- ○ petting him

Michael was ten years old. He was sad because he couldn't ride his bicycle. Every time he tried, he fell off. He soon gave up. His friends rode their bicycles every day. One day, Michael asked his friends to help him. Finally, Michael learned to ride. He said, "Think of all the time I've wasted!"

37 Who taught Michael to ride a bike?

- ○ His father
- ○ His brother
- ○ His friends
- ○ His older sister

38 What happened when Michael first tried to ride his bicycle?

- ○ He couldn't reach the pedals.
- ○ He broke his leg.
- ○ He tore his shirt.
- ○ He fell off.

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39 Michael was sad because he—

- ○ had no one to play with at home
- ○ was only ten years old
- ○ always gave up easily
- ○ couldn't do what his friends were doing

40 The best title for this story would be—

- ○ "How to Ride a Bicycle"
- ○ "Michael Learns to Ride"
- ○ "Why Michael Couldn't Ride"
- ○ "Michael's Good Friends"

In a big red building downtown,
Live Robert and Mary Jane Brown,
With their three small girls and four boys,
Plus two dogs that look just like toys.
There's also a gray and white cat,
Who sleeps on a soft, furry mat.
She stays there through all of the night,
Till the sun comes up very bright.
Then the parents both leave for their jobs,
Riding to work with their friend, Mr. Hobbs.
The children get ready for school,
Where they go with Larry O'Toole.
At night when the clock shows eight-ten,
The Browns are together again.

41 The Browns live in a big building. It is painted—

- ○ white
- ○ brown
- ○ gray
- ○ red

42 The Browns ride to work with—

- ○ Larry O'Toole
- ○ their children
- ○ Mr. Hobbs
- ○ their boss

43 How many daughters do the Browns have?

- ○ 3
- ○ 5
- ○ 4
- ○ 7

44 At night, the cat sleeps on a—

- ○ chair
- ○ pillow
- ○ mat
- ○ blanket

45 The cat is awakened by the—

- ○ barking dogs
- ○ sound of the clock
- ○ morning sun
- ○ children's voices

46 The dogs are described as looking like—

- ○ clocks
- ○ ducks
- ○ bugs
- ○ toys

47 While the Browns work, their children—

- ○ do chores
- ○ play games
- ○ learn
- ○ sleep

48 The Browns are all back at home by about—

- ○ 4 P.M.
- ○ 8 P.M.
- ○ 6 P.M.
- ○ 10 P.M.

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Test Manual

Survey and Diagnostic Tests

Joseph E. Brzeinski

Getting Ready to Read

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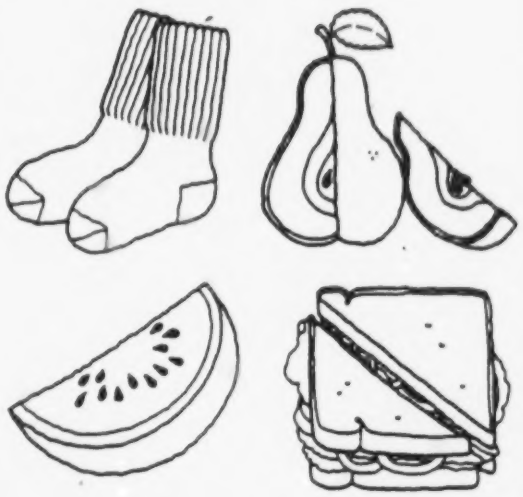
2

sandwich



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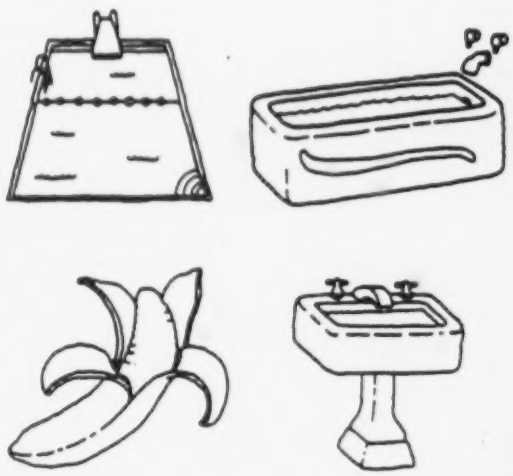

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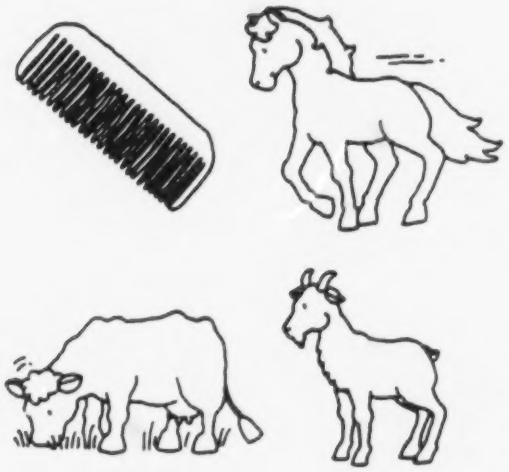
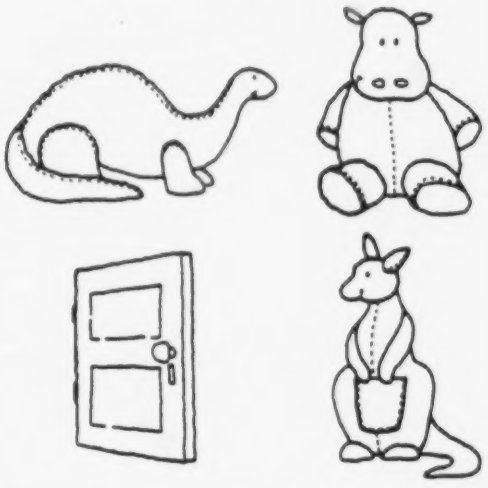


dinosaur



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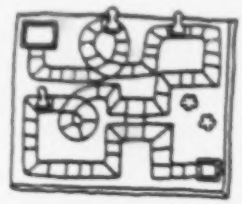
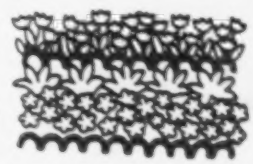
3

feet

5

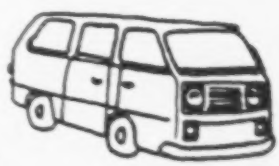
game





hose

jeep



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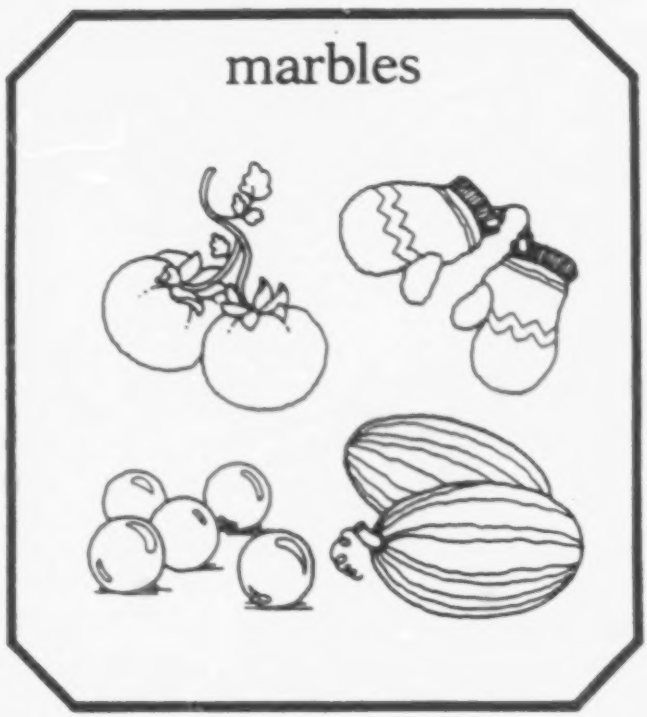
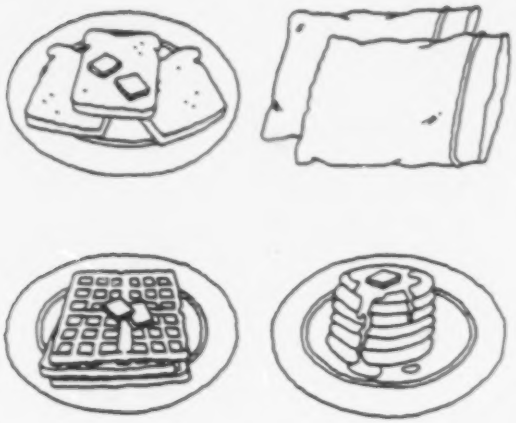
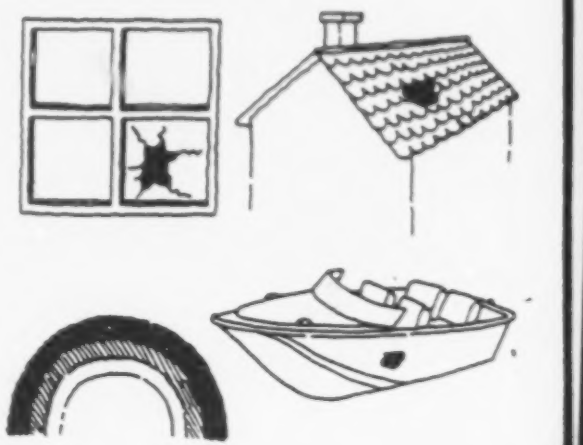


5

pancakes

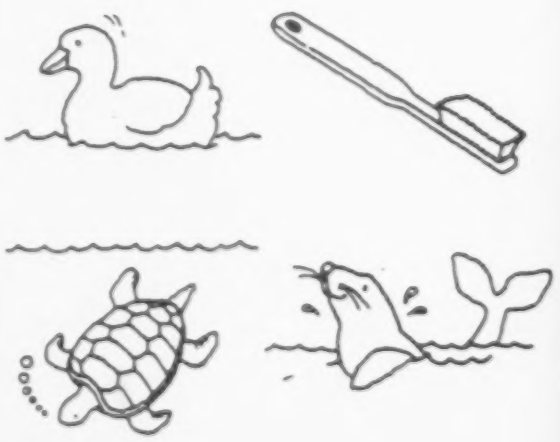


roof



submarine

turtle



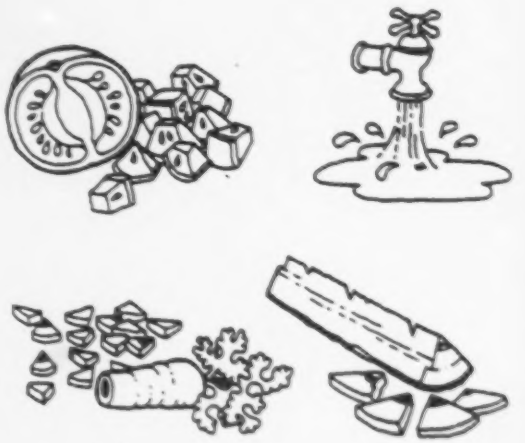
Subtest 1

Decoding Printed Words in Spoken Context

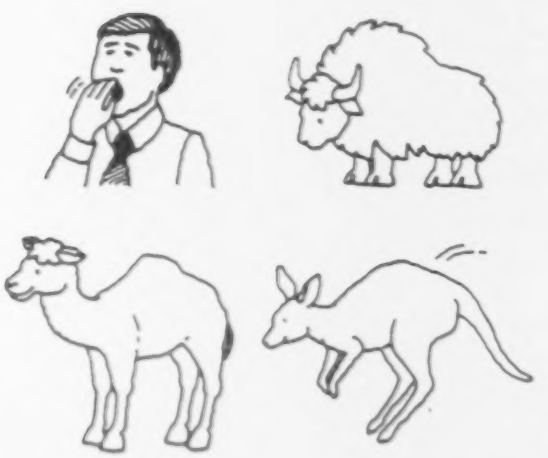
6

volcano

wood



yak



bowl

Subtest 1

Criterion Score 15 out of

Decoding Printed Words in Spoken Context

Child's Score _____

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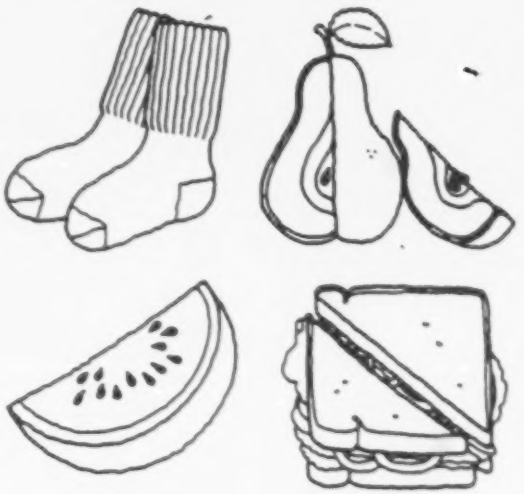
2

sandwich



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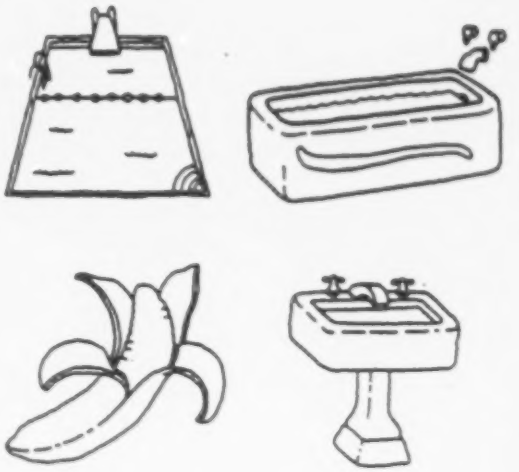
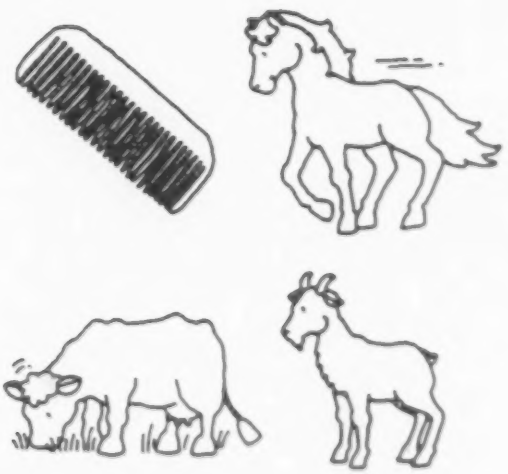


cow

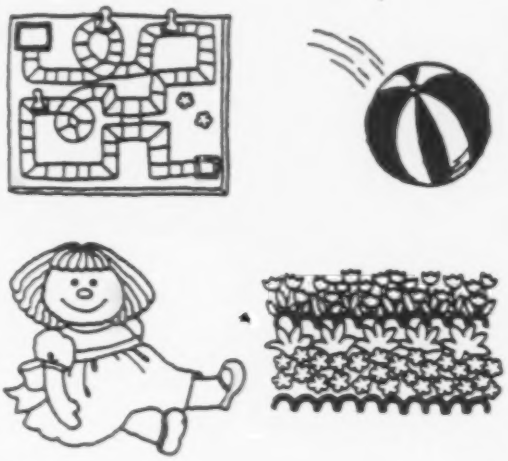


dinosaur

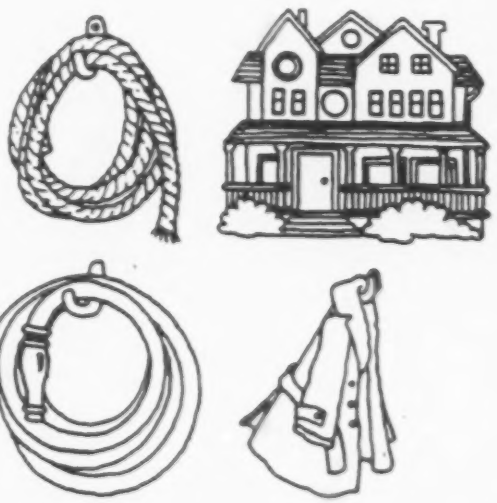
3

feet

game

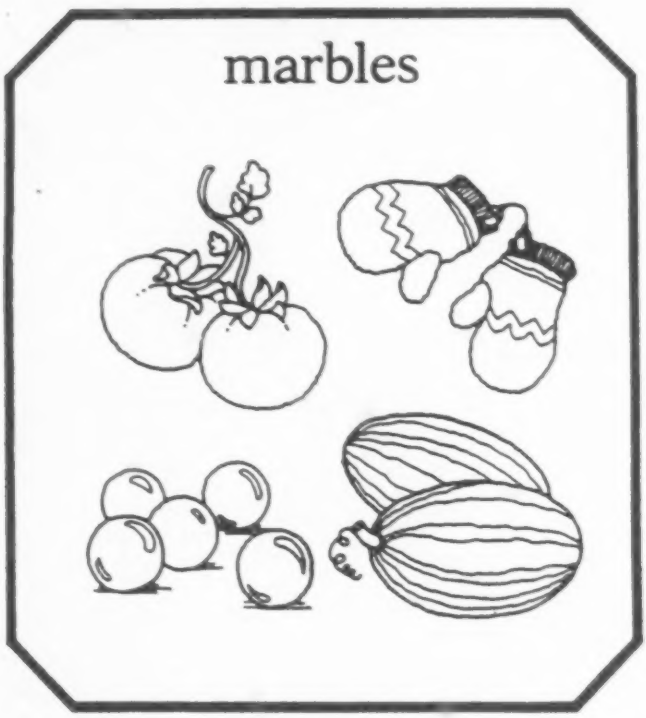


hose



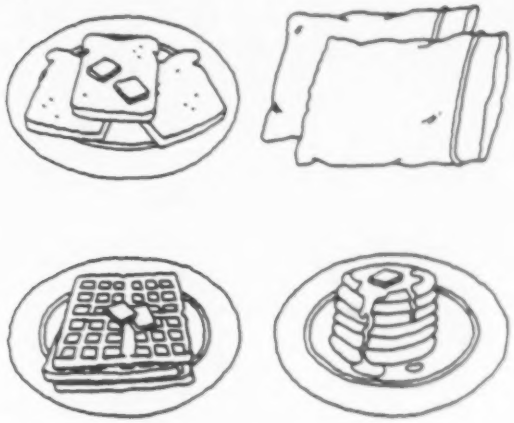
jeep

4

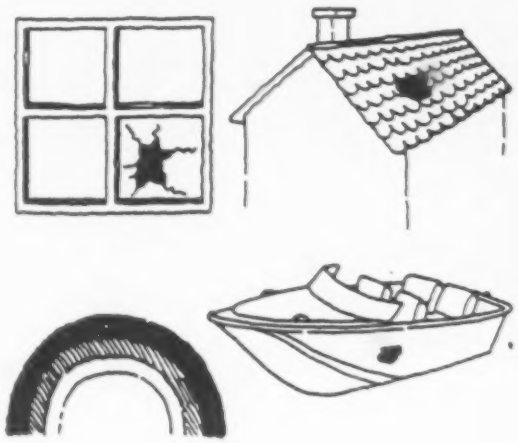


5

pancakes

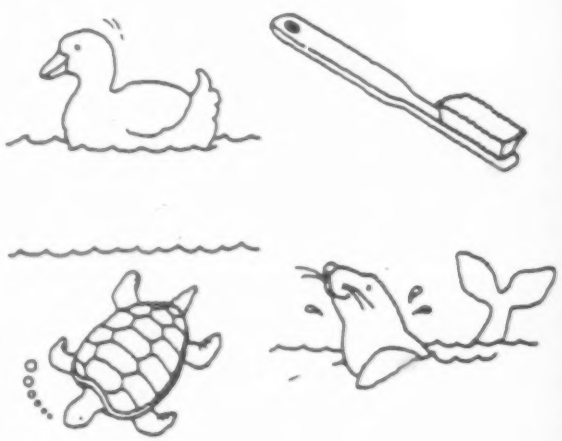


roof



submarine

turtle



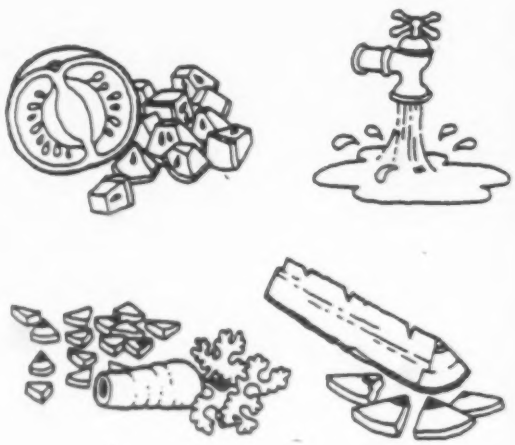
Subtest 1

Decoding Printed Words in Spoken Context

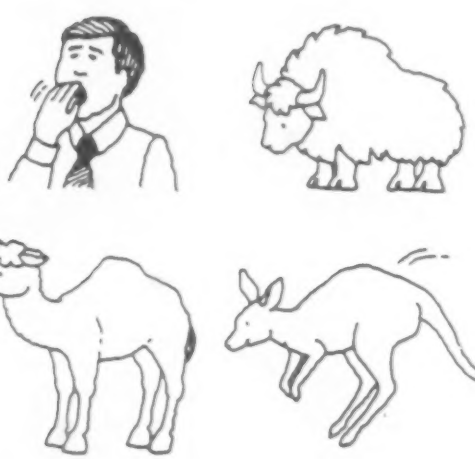
6

volcano

wood



yak



bowl

Subtest 1

Criterion Score 15 out o

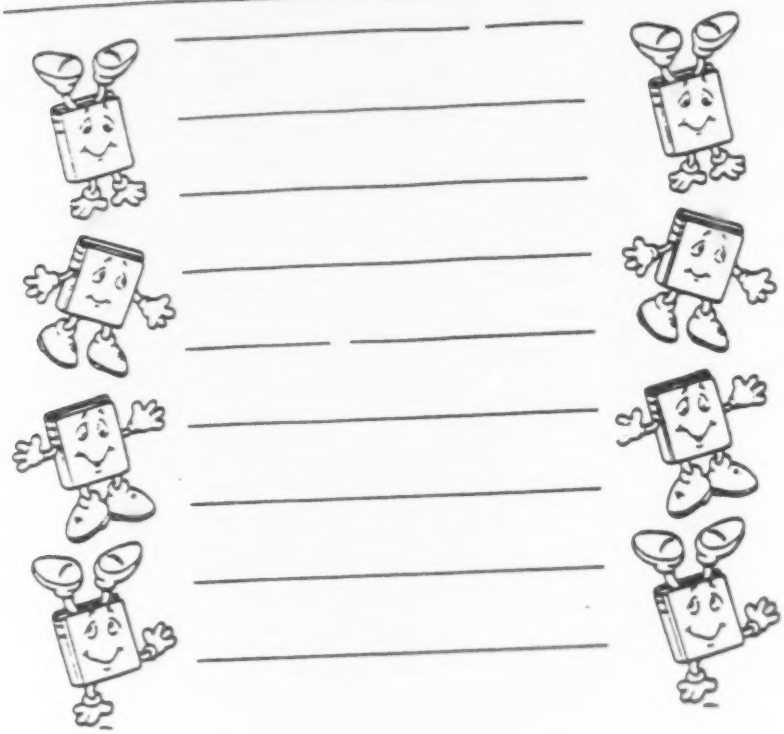
Decoding Printed Words in Spoken Context

Child's Score _____

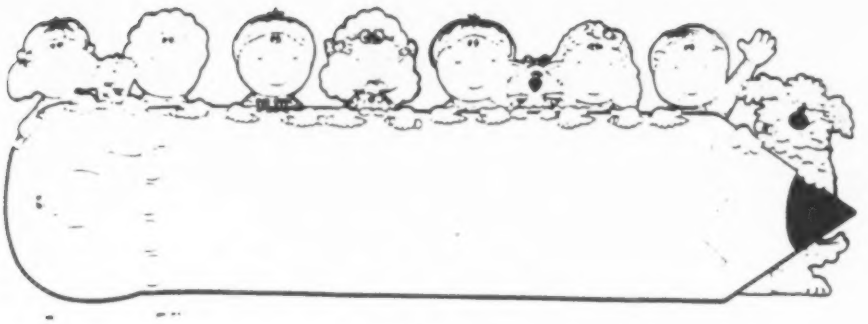
BEST COPY AVAILABLE

Books I've Read

Name _____



Appendix I
Kindergarten Journals



Appendix J
Four-day Sequence Chart

Four Day Sequence Chart for the Reading/Writing Activity

Day 1: Choose a book from the selection of books.
Record the title and author of the book on your Book List.
Read your book silently.
Record "tricky words" in your "Tricky Word Book".

Day 2: Share your "tricky words" with your partner.
Practice reading your book silently again.

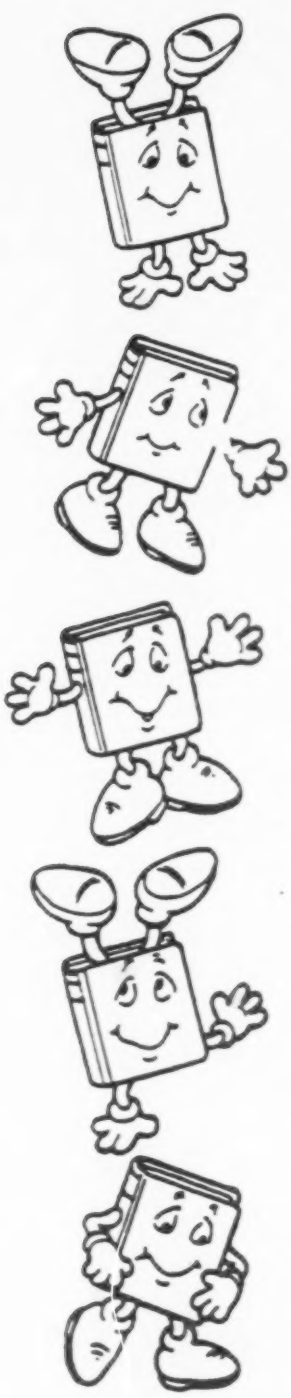
Day 3: Partner A reads to Partner B.
Partner B writes to Partner A in his or her dialog journal.
Partner A completes his or her self-reflection on their reading.
Partner A illustrates favorite part of story.

Day 4: Partner B reads to Partner A.
Partner A writes to Partner B in his or her dialog journal.
Partner B completes his or her self-reflection on their reading.
Partner B illustrates favorite part of story.

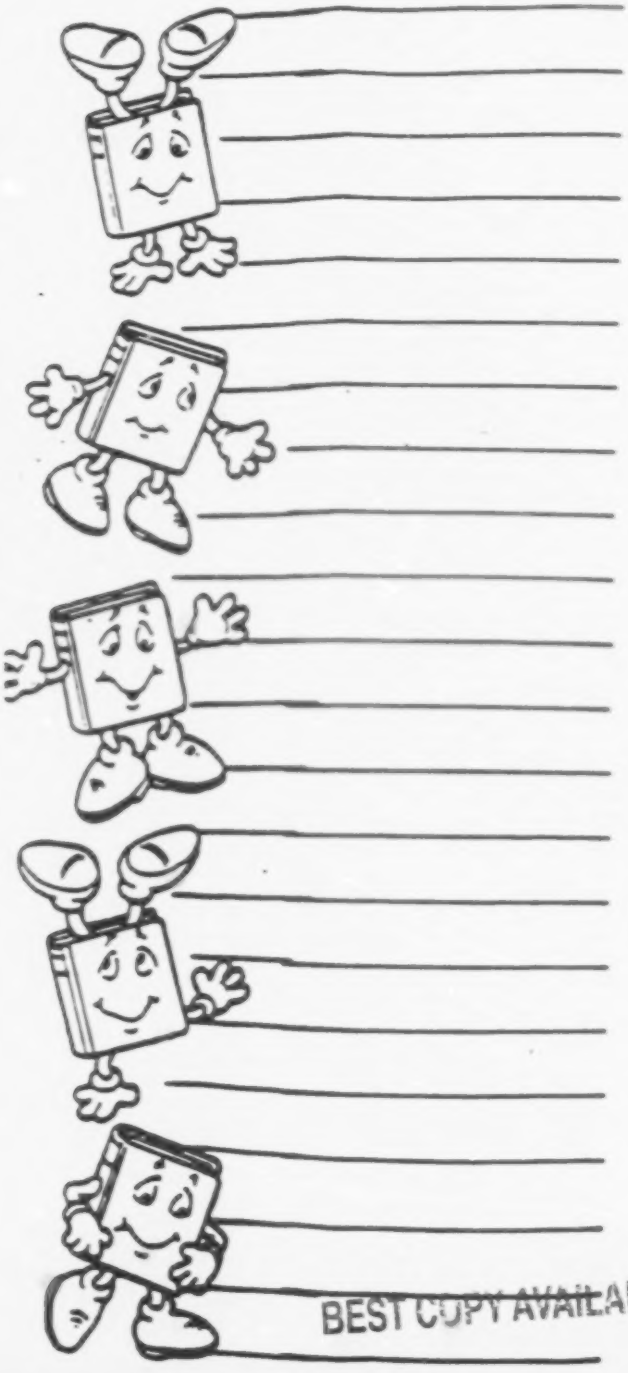
Books I've Read

Name _____

Titles and Authors



My Tricky Words



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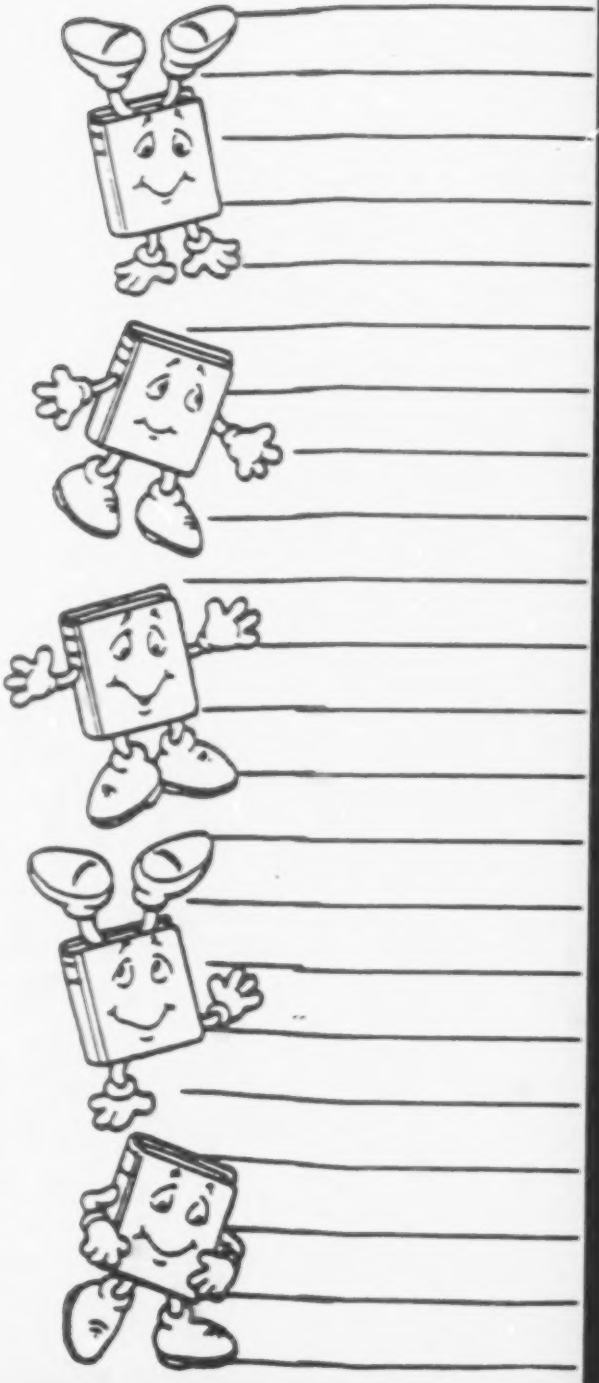
My Tricky Words



NAME _____

Self-evaluation

Reflecting on My Reading

I read _____

(name of book)

****

I practiced enough.....

Not Really

Fine

Super

I read clearly.....

Not Really

Fine

Super

I can read all my Tricky Words.....

Not Really

Fine

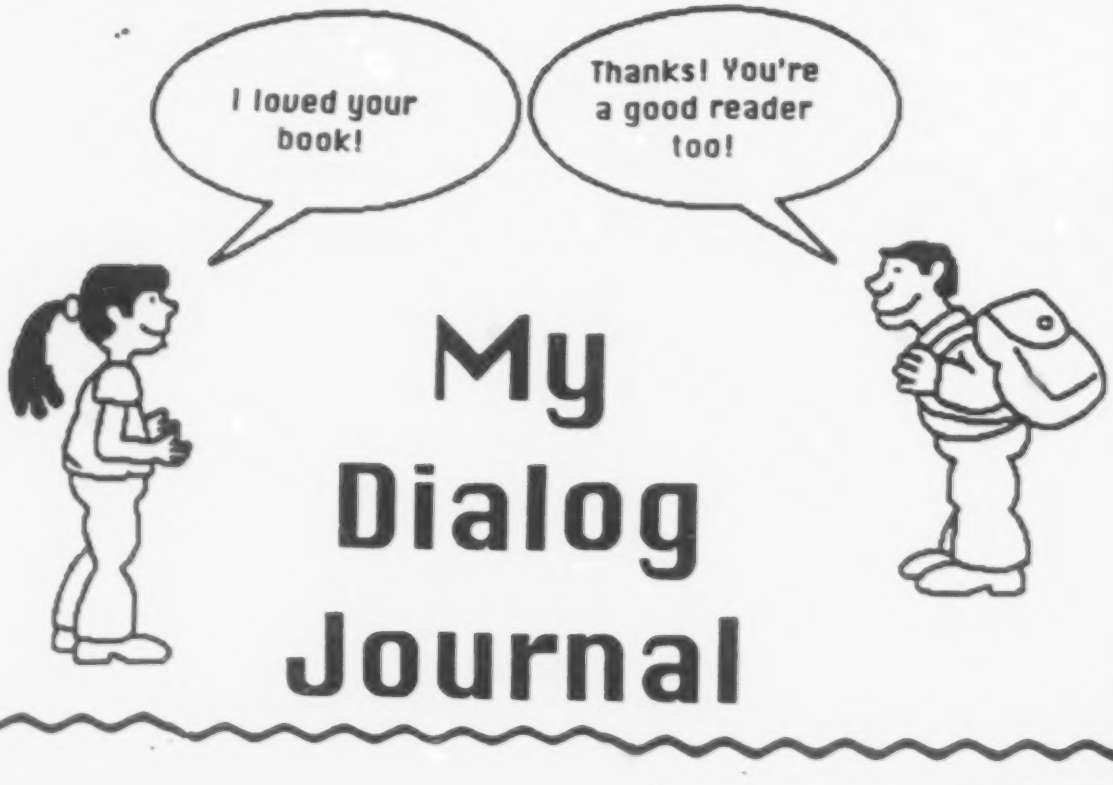
Super

I enjoyed my book.....

Not Really

Fine

Super



My Dialog Journal

Book title:_____

I predict this story is about.....

_____

_____

_____

_____

_____

_____

_____

_____

_____

Partner page _____

_____

_____

_____

_____

_____

_____

_____

_____

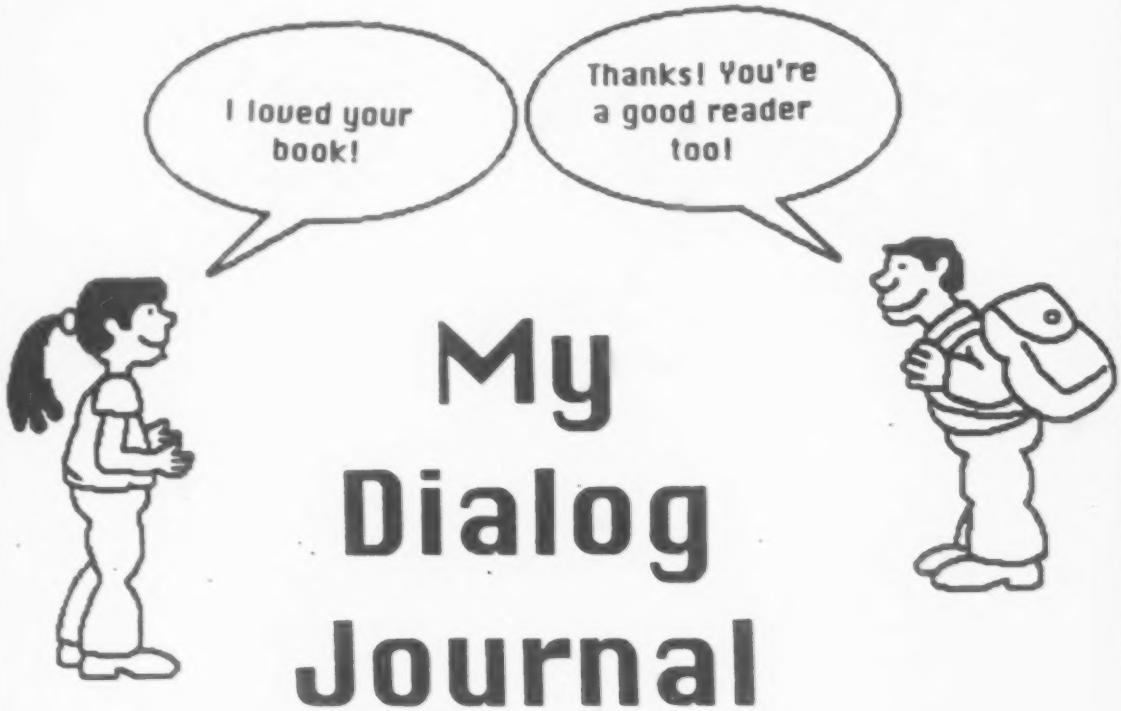
_____

My response

An illustration of my favorite part.

Appendix O
Participation and Responsibility Checklist for Anecdotal Record

Participation and Responsibility Checklist For Student ____	Most of the time	Some-times	Not Yet	Comments
Date of observation (_____)				
1. Follows written directions				
2. Follows oral directions				
3. Uses time wisely				
4. Cleans up after self				
5. Has an organized desk				
6. Name on paper				
7. Completes work				
8. Returns papers from home				
9. Works independently				
10. Acts appropriately				
Other _____				



My Dialog Journal

NAME _____

PARTNER'S NAME _____

Appendix Q
Revised Self-evaluation

REFLECTING ON MYSELF

Name _____

Book Title _____

	GRADE	YOUR REASON
I practiced my book enough.	A B C D	
I read clearly.	A B C D	
I can read all my tricky words.	A B C D	
My book deserves a grade of...	A B C D	

NAME _____ Reflecting on My Reading

I read _____
(name of book)

****

I read clearly.....

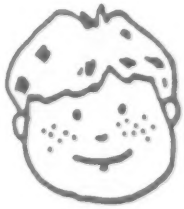
Not Really

Fine

Super

I enjoyed my book.....

Not Really



Fine

Super